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ABSTRACT

This instructor's manual for workplace trainers contains the materials required to conduct a course on developing successful learning strategies. The course includes six lessons for workers, two lessons for supervisors, and strategies for helping workers continue to develop the skills taught in the course. The following materials are provided for each course: lesson plan, learning activities based on real-life situations, handouts, assessments (including pretests and posttests), and transparencies. Each lesson plan contains objectives, a list of materials needed, classroom setup information, and detailed instructions for conducting all activities. Topics of the lessons are as follows: identifying one's personal learning style; better reading for fun and profit; vocabulary building through development and use of personal glossaries; logs and journals; identification and use of information sources; and error identification and ranking. (MN)

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ED 426 301

# Successful Learning Strategies: Gearing Up for Training

Funded by the
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# Successful Learning Strategies

## Gearing Up for Training

- What's Your Style?
- Better Reading to Improve Your Life
- Word Power
- It's All in Your Hand
- A Scavenger Hunt
- Troubleshooting

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## An Introduction

**Training Goal:** Adults who have limited literacy skills use a wide variety of strategies to compensate. This lesson will introduce participants to a variety of effective workplace learning strategies that help them on the job and in their personal lives. These strategies will be taught in cooperative groups, utilizing multimodal techniques.

**Target Population:** Employees participating in the Workplace Literacy Grant Project.

**Training Objectives**: By completing this lesson, participants will:

1. Identify and utilize their own personal learning styles and learn how to recognize other people's learning styles.
2. Begin a personal glossary to use as a resource for workplace writing and vocabulary development.
3. Formulate their own personal Return on Investment (ROI).
4. Report job-related information using a who, what, where, when, why format.
5. Apply mathematical estimates in analyzing data.
6. Develop and implement a plan for locating job-related worksite information.
7. Identify the advantages, the rewards, and the necessity of having a personal lifelong learning plan.

**Workplace Outcomes:** By completing this lesson, companies will observe employees who:

1. Enroll in the JobLink Lab to continue their education on their own time.
2. Can identify mathematical error and find the sources more quickly.
3. Utilize clarification and critical-thinking strategies on the job.

## ▼ *Module 1 Materials*

| **Materials** | **Lesson#** |
|---|---|
| Name tags | All |
| Paper | All |
| Pencils | All |
| Transparency Markers | All |
| Flip chart markers | All |
| Index cards | 1,5 |
| Calculators (1 per student) | 1,6 |
| Books (at least 1 per student) | 2 |
| Small notebooks (1 per student) | 3 |
| Dictionaries (1 per student) | 3 |
| Notebook paper | 3 |
| 3-4 beanbags | 4 |
| Four sets of colored cards with the 5W's information | 4 |
| Four sets of colored index (3x5) cards | 4 |

| **Equipment** | **Lesson#** |
|---|---|
| Overhead projector | All |
| Flip chart/Whiteboard | All |

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# Successful Learning Strategies

## Gearing Up for Training

### Lesson 1
### What's Your Style?

▼ Do You Learn Best by Seeing, Hearing or Doing?

## ▼ Lesson Description

The first lesson in the introductory module builds rapport with the students. Students will have an opportunity to identify their own **personal learning styles**. Students will be introduced to the concept of *visual, auditory,* and *tactile* learning.

The instructor will present information about all three styles and explain how one's style can affect learning. Students will take a Learning Styles Inventory and then discuss how to take advantage of one's personal style to learn more quickly.

Finally, if time permits, students will divide into small groups to use the learning styles information to solve different workplace dilemmas. *(This lesson requires that the instructor thoroughly understand the information and have a good sense of timing.)*

## Objectives

By completing this lesson, students will be able to:

1. **Identify** the purposes of the first worksite module.
2. **Define** several traits of visual, auditory, and tactile learners.
3. **Demonstrate** effective learning strategies for different learning styles.

## Materials Needed

### Forms

"PreTest"

"Learner Enrollment"

## Materials (cont'd)

### Hardware

1. Overhead projector and screen
2. Transparency pens
3. Calculators
4. Pencils and paper
5. Index cards (3x5)
6. Whiteboard marker
7. Timer to keep you on track

### Transparencies

"Getting to Know You" (Transparency 1)

"Learning Styles" (Transparency 2)

"Learning Styles Inventory" (Trans. 3)

"Inventory Scoring" (Transparency 4)

"Learning Styles Suggestions" (Transparency 5)

## Materials (cont'd)

### Handouts

"Getting to Know You" (Handout 1)

"Learning Styles" (Handout 2)

"Learning Styles Inventory" (Handout 3)

"Inventory Scoring" (Handout 4)

"Learning Styles Suggestions" (Handout 5)

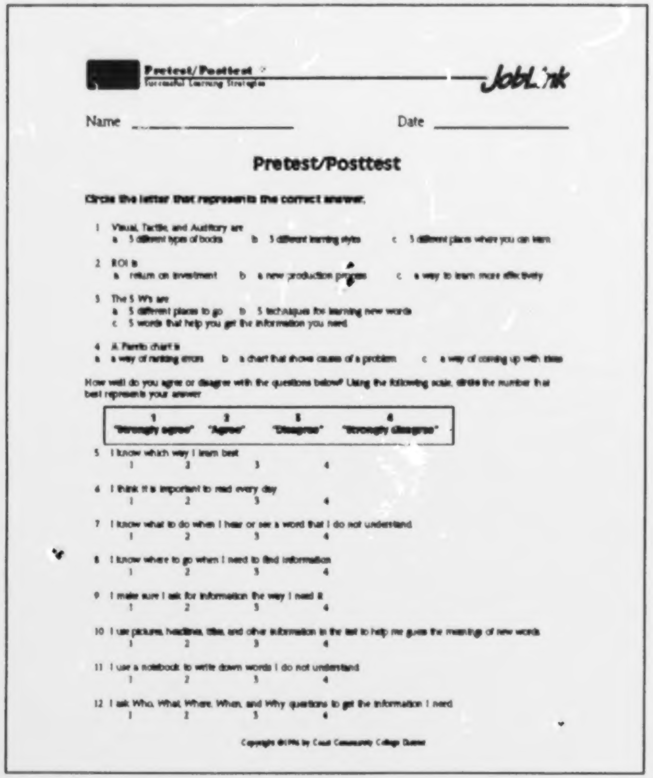
"ROI" (Handout 6)

## Classroom Setup

### Total Time: 110 minutes

| | |
|---|---|
| Opening- Large Group | 20 min. |
| First Activity- Large Group | 15 min. |
| Second Activity- Large Group | 55 min. |
| Third Activity- Large Group | 10 min. |
| Ending- Large Group | 10 min. |

**Key** Hardware Transparencies Handouts Large Group Small Groups Discussion Sign-in Sheet



**Pretest/Posttest**
Successful Learning Strategies
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Name ____________________ Date ____________________

### Pretest/Posttest

**Circle the letter that represents the correct answer.**

1 Visual, Tactile, and Auditory are
a 3 different types of books b 3 different learning styles c 3 different places where you can learn

2 ROI is
a return on investment b a new production process c a way to learn more effectively

3 The 5 W's are
a 5 different places to go b 5 techniques for learning new words
c 5 words that help you get the information you need

4 A Pareto chart is
a a way of ranking errors b a chart that shows causes of a problem c a way of coming up with ideas

How well do you agree or disagree with the questions below? Using the following scale, circle the number that best represents your answer.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| "Strongly agree" | "Agree" | "Disagree" | "Strongly disagree" |

5 I know which way I learn best
1 2 3 4

6 I think it is important to read every day
1 2 3 4

7 I know what to do when I hear or see a word that I do not understand
1 2 3 4

8 I know where to go when I need to find information
1 2 3 4

9 I make sure I ask for information the way I need it
1 2 3 4

10 I use pictures, headlines, titles, and other information in the text to help me guess the meanings of new words
1 2 3 4

11 I use a notebook to write down words I do not understand
1 2 3 4

12 I ask Who, What, Where, When, and Why questions to get the information I need
1 2 3 4

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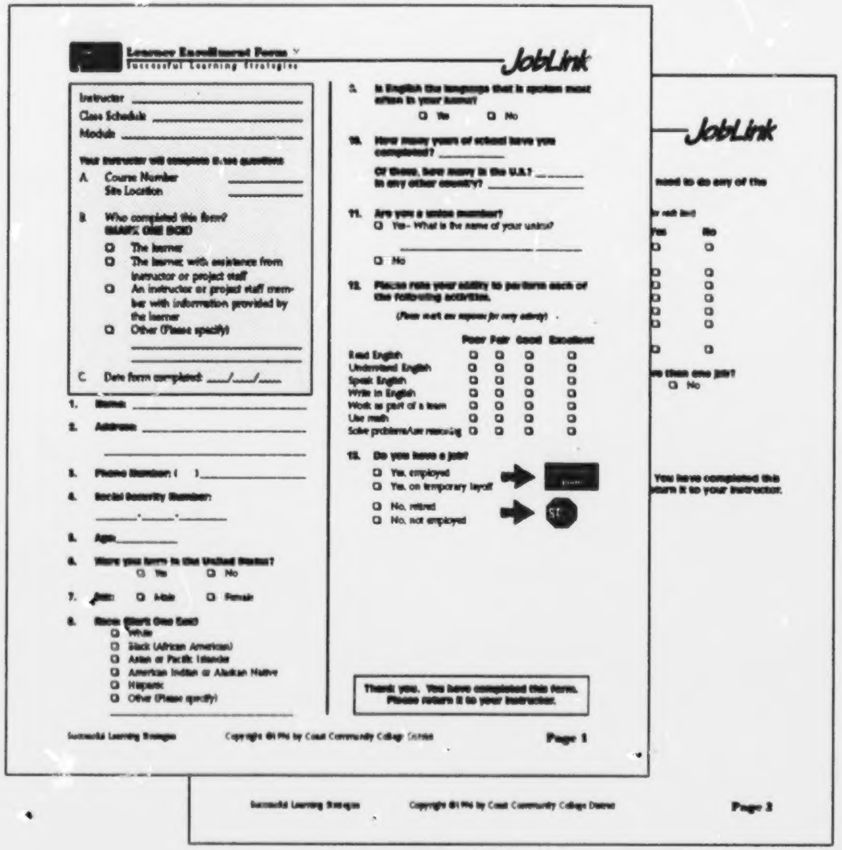
Form



**Learner Enrollment Form**
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Instructor ____________________
Class Schedule ____________________
Module ____________________

**Your instructor will complete these questions**

A Course Number ________
Site Location ________

B Who completed this form?
**MARK ONE BOX**
☐ The learner
☐ The learner with assistance from instructor or project staff
☐ An instructor or project staff member with information provided by the learner
☐ Other (Please specify)
____________________

C Date form completed: ___/___/___

1. **Name:** ____________________
2. **Address:** ____________________
____________________
3. **Phone Number:** ( ) ____________________
4. **Social Security Number:**
_____-_____-_____
5. **Age:** ________
6. **Were you born in the United States?**
☐ Yes ☐ No
7. **Sex:** ☐ Male ☐ Female
8. **Race (Mark One Box)**
☐ White
☐ Black (African American)
☐ Asian or Pacific Islander
☐ American Indian or Alaskan Native
☐ Hispanic
☐ Other (Please specify)
____________________

9. **Is English the language that is spoken most often in your home?**
☐ Yes ☐ No
10. **How many years of school have you completed?** ________
**Of these, how many in the U.S.?** ________
**In any other country?** ________
11. **Are you a union member?**
☐ Yes– What is the name of your union?
____________________
☐ No
12. **Please rate your ability to perform each of the following activities.**
*(Please mark one response for every activity)*

| | Poor | Fair | Good | Excellent |
|---|---|---|---|---|
| Read English | ☐ | ☐ | ☐ | ☐ |
| Understand English | ☐ | ☐ | ☐ | ☐ |
| Speak English | ☐ | ☐ | ☐ | ☐ |
| Write in English | ☐ | ☐ | ☐ | ☐ |
| Work as part of a team | ☐ | ☐ | ☐ | ☐ |
| Use math | ☐ | ☐ | ☐ | ☐ |
| Solve problems/use reasoning | ☐ | ☐ | ☐ | ☐ |

13. **Do you have a job?**
☐ Yes, employed
☐ Yes, on temporary layoff
☐ No, retired
☐ No, not employed

**Thank you. You have completed this form. Please return it to your instructor.**

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JobLink
need to do any of the
than one job?
☐ No
You have completed this
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Form

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## Activities

### Opening: 20 minutes

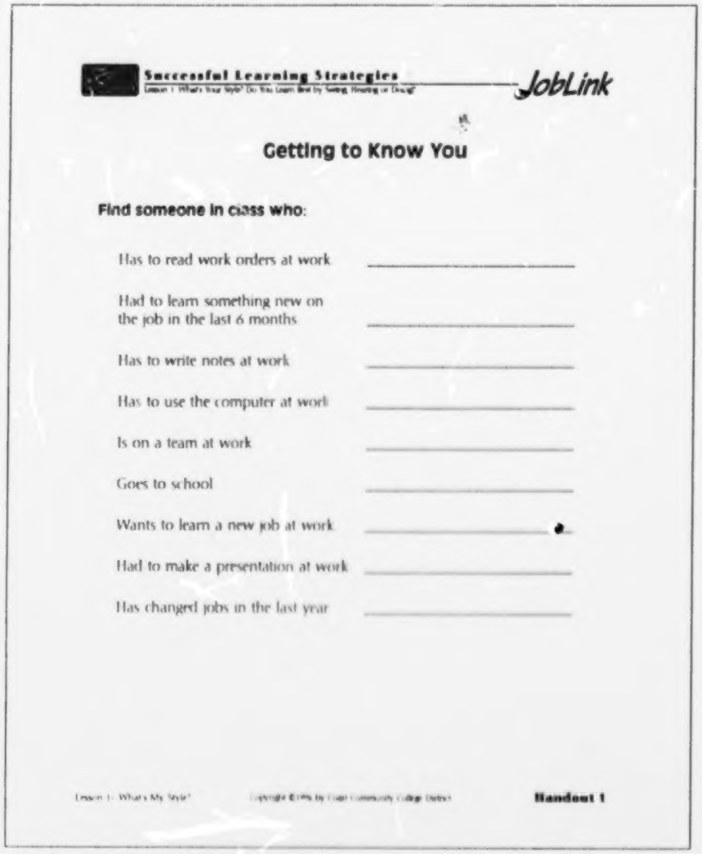
1. Brief **introduction** of the instructor to the students.

2. **Explanation** of why they are in the class and what they hope to gain.

3. **Distribute** and complete the "Pretest" for Successful Learning Strategies.

*Students should be encouraged to answer quickly. Explain that the Pretest asks for information they should know after the module has been completed, not now. (Students who answer all correctly do* ***not*** *need this training!)*
*Students will take the same test at the end of the module.*

4. **Distribute** the "Learner Enrollment" form. Have students complete.



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## Getting to Know You

**Find someone in class who:**

Has to read work orders at work ________________

Had to learn something new on the job in the last 6 months ________________

Has to write notes at work ________________

Has to use the computer at work ________________

Is on a team at work ________________

Goes to school ________________

Wants to learn a new job at work ________________

Had to make a presentation at work ________________

Has changed jobs in the last year ________________

Lesson 1: What's My Style?

**Handout 1**

Handout 1, Transparency 1

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## Activities

### First Activity: 15 minutes

(H-1, T-1)
Handout
Transparency

1. **Project and Distribute** "Getting to Know You" to each student.

2. **Read** statements. Students have 5 minutes to find someone for each statement and to write that person's name in the space next to the statement. Once students have used someone's name, they cannot use the same name again.

3. When the time is up, go through the handout to find one student who has experienced the situation outlined in each statement.

4. **Explain** how the workplace is changing. The exercise shows how each of us is affected by the changes taking place in the workplace.

5. Have students put a star next to the statements on the "Getting to Know You" handout that affects them. **Explain** that all of us need to learn how to learn in order to be able to deal effectively with these changes. **Tell** students to think about how the information in this lesson will help them at work and at home. **Tell** them to hold on to this sheet. They will be using it at the end of class.

# *Activities*

## Second Activity: 55 minutes

*Have paper in the middle of each table, and ask students to do the following:*

1. "Using the paper on your table, take a minute and write your signature."
*(This could also be done on a whiteboard or overhead for all to see.)*

2. "Look at the signatures of the people around you. Do they all look the same? Your signature is unique! What else is unique about you?" Encourage students to **discuss** uniqueness: fingerprints, DNA, teeth…

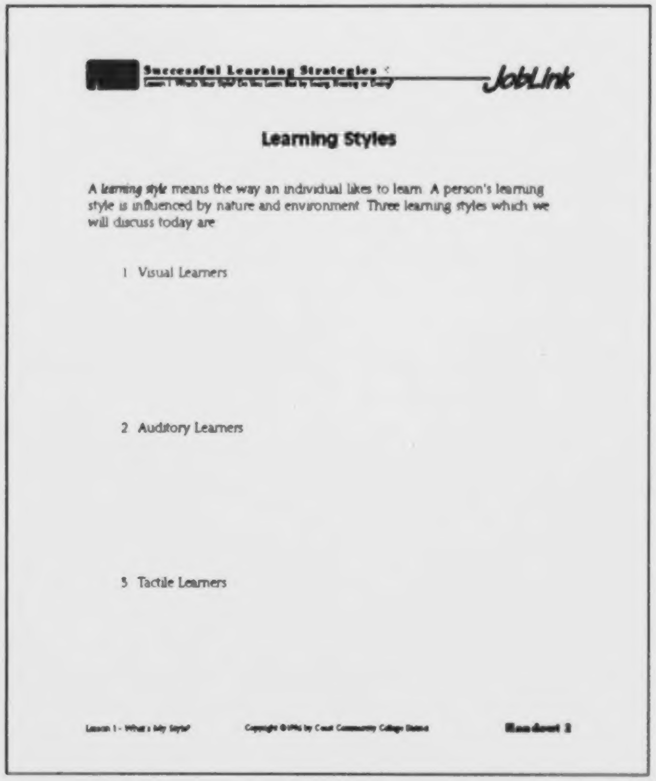
3. "Did you know that you also have a unique learning style? What do you think that means?"

4. "I like to think of a learning style like this:

"If you asked me to come over to your house and visit you, I would need directions. I would like you to **tell** me how to get to your house. If you asked my husband/wife to come to your house, he/she would like you to **write** down the directions. And if you asked my son, to come to your house, he would like you to draw him a map and **describe** how to get there by using **hand and body movements**." *(Demonstrate this one.)* "We all want to come to your house, but we all would want you to explain the directions in a different way.

"Which one of us asked for the right way? You are absolutely right–*there is no right way.*

5. "We each have a different learning style, and that is what we are going to be talking about today."



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### Learning Styles

A *learning style* means the way an individual likes to learn. A person's learning style is influenced by nature and environment. Three learning styles which we will discuss today are

1. Visual Learners
2. Auditory Learners
3. Tactile Learners

Handout 2

**Handout 2, Transparency 2**

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# *Activities*

## Second Activity (continued)

(H-2, T-2) Handout Transparency

### Project and Distribute "Learning Styles"

**Definition:** *Give the following information to students:*

A **learning style** refers to an individual's natural, habitual, and preferred way of learning new information and skills. Everyone has a learning style, and it is a unique style. A person's style is influenced by nature and by environment. Today we are going to discuss three kinds of learning styles:

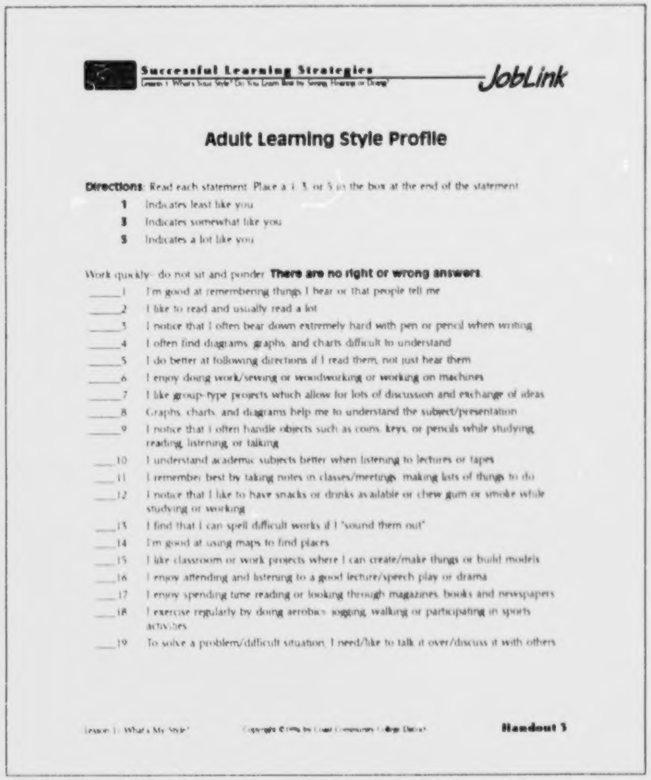
| Visual | Auditory | Tactile |
|---|---|---|
| *(Learn by seeing)* | *(Learn by hearing and discussion)* | *(Learn by doing)* |

**Say:**

"A *visual learner* is one who learns best when he or she *sees* the information. Visual learners use their eyes to learn.

"An *auditory learner* is one who likes to *hear* the information. An auditory learner prefers to learn by listening to information. These learners use their ears to learn.

"A *tactile learner* learns best by *doing* or *moving* or by hands-on experiences. These learners do not like to get information by reading or hearing."



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## Adult Learning Style Profile

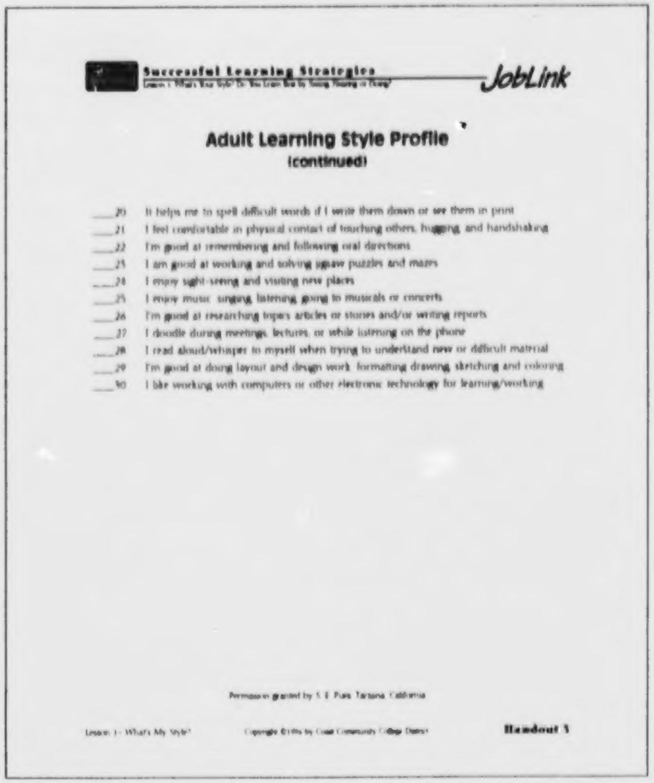
**Directions**: Read each statement. Place a 1, 3, or 5 in the box at the end of the statement.

- **1** Indicates least like you
- **3** Indicates somewhat like you
- **5** Indicates a lot like you

Work quickly– do not sit and ponder. **There are no right or wrong answers.**

______1 I'm good at remembering things I hear or that people tell me
______2 I like to read and usually read a lot
______3 I notice that I often bear down extremely hard with pen or pencil when writing
______4 I often find diagrams, graphs, and charts difficult to understand
______5 I do better at following directions if I read them, not just hear them
______6 I enjoy doing work/sewing or woodworking or working on machines
______7 I like group-type projects which allow for lots of discussion and exchange of ideas
______8 Graphs, charts, and diagrams help me to understand the subject/presentation
______9 I notice that I often handle objects such as coins, keys, or pencils while studying, reading, listening or talking
____10 I understand academic subjects better when listening to lectures or tapes
____11 I remember best by taking notes in classes/meetings, making lists of things to do
____12 I notice that I like to have snacks or drinks available or chew gum or smoke while studying or working
____13 I find that I can spell difficult works if I "sound them out"
____14 I'm good at using maps to find places
____15 I like classroom or work projects where I can create/make things or build models
____16 I enjoy attending and listening to a good lecture/speech play or drama
____17 I enjoy spending time reading or looking through magazines, books and newspapers
____18 I exercise regularly by doing aerobics, jogging, walking or participating in sports activities
____19 To solve a problem/difficult situation, I need/like to talk it over/discuss it with others

Lesson 1: What's My Style? Copyright ©1996 by Coast Community College District **Handout 3**



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## Adult Learning Style Profile
**(continued)**

____20 It helps me to spell difficult words if I write them down or see them in print
____21 I feel comfortable in physical contact of touching others, hugging, and handshaking
____22 I'm good at remembering and following oral directions
____23 I am good at working and solving jigsaw puzzles and mazes
____24 I enjoy sight-seeing and visiting new places
____25 I enjoy music: singing, listening, going to musicals or concerts
____26 I'm good at researching topics articles or stories and/or writing reports
____27 I doodle during meetings, lectures, or while listening on the phone
____28 I read aloud/whisper to myself when trying to understand new or difficult material
____29 I'm good at doing layout and design work, formatting drawing, sketching and coloring
____30 I like working with computers or other electronic technology for learning/working

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Lesson 1: What's My Style? Copyright ©1996 by Coast Community College District **Handout 3**

**Handout 3, Transparency 3**

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# Activities

## Second Activity (continued)

**Ask students:**

"If you had to guess right now, what kind of learning style do you think you have? Next to your signature, **write** down your guess, and then we'll try to find out if you guessed correctly."

5. Two things to keep in mind:

One style is not "better" than another.

You use all three styles, but you probably prefer one and use one more frequently.

**Distribute "Learning Styles Inventory"**

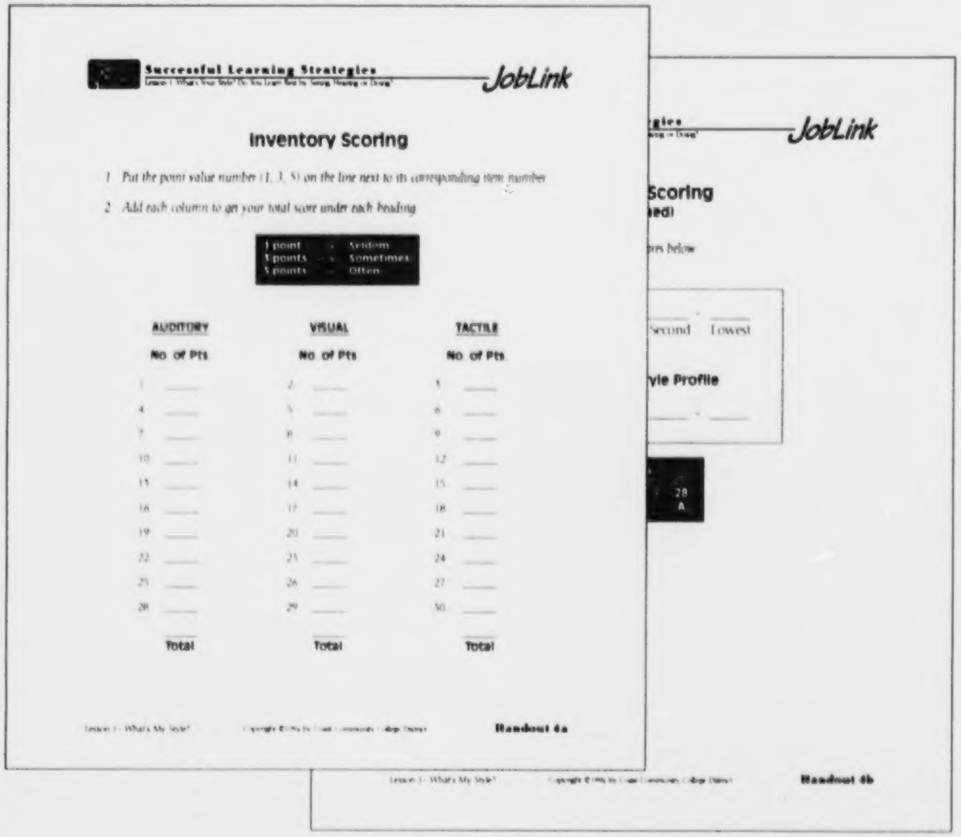
**Explain to students:**

6. "Now we are going to do this exercise together. We are going to read the questions together, and you are going to mark the answer that is right for you. Is there a right answer?"

**NO! NO! NO!**

"We will go through this exercise quickly. Don't think about each answer too long– I will read and explain the meaning and choose seldom, sometimes or often."

**Read** 1, 2, and 3 and make sure students understand how to score each question.



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## Inventory Scoring

1. Put the point value number (1, 3, 5) on the line next to its corresponding item number
2. Add each column to get your total score under each heading

1 point – Seldom
3 points – Sometimes
5 points – Often

| AUDITORY No. of Pts | | VISUAL No. of Pts | | TACTILE No. of Pts | |
|---|---|---|---|---|---|
| 1 | ____ | 2 | ____ | 3 | ____ |
| 4 | ____ | 5 | ____ | 6 | ____ |
| 7 | ____ | 8 | ____ | 9 | ____ |
| 10 | ____ | 11 | ____ | 12 | ____ |
| 13 | ____ | 14 | ____ | 15 | ____ |
| 16 | ____ | 17 | ____ | 18 | ____ |
| 19 | ____ | 20 | ____ | 21 | ____ |
| 22 | ____ | 23 | ____ | 24 | ____ |
| 25 | ____ | 26 | ____ | 27 | ____ |
| 28 | ____ | 29 | ____ | 30 | ____ |
| | Total | | Total | | Total |

Handout 4a

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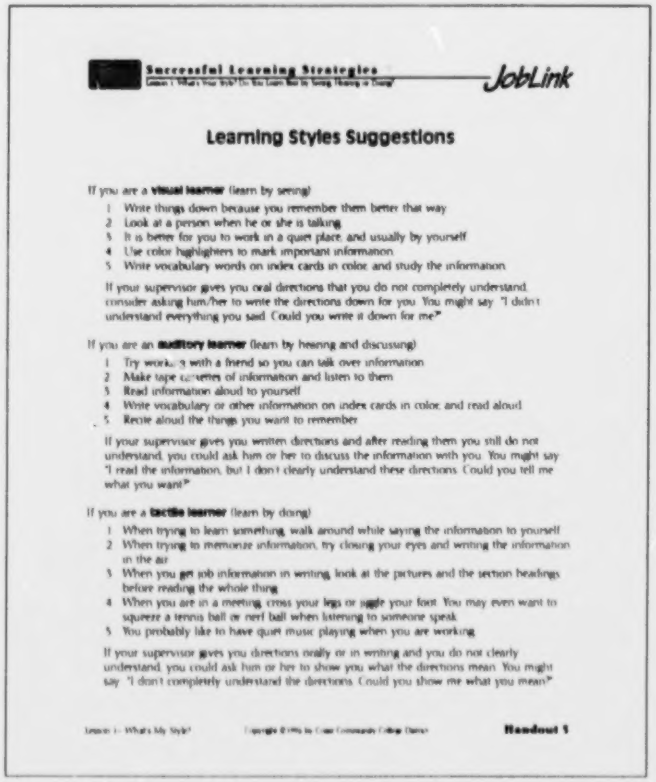
Scoring

Second Lowest

yle Profile

Handout 4b

Handout 4, Transparency 4



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## Learning Styles Suggestions

If you are a **visual learner** (learn by seeing)

1. Write things down because you remember them better that way
2. Look at a person when he or she is talking
3. It is better for you to work in a quiet place and usually by yourself
4. Use color highlighters to mark important information
5. Write vocabulary words on index cards in color and study the information

If your supervisor gives you oral directions that you do not completely understand, consider asking him/her to write the directions down for you. You might say: "I didn't understand everything you said. Could you write it down for me?"

If you are an **auditory learner** (learn by hearing and discussing)

1. Try working with a friend so you can talk over information
2. Make tape cassettes of information and listen to them
3. Read information aloud to yourself
4. Write vocabulary or other information on index cards in color and read aloud
5. Recite aloud the things you want to remember

If your supervisor gives you written directions and after reading them you still do not understand, you could ask him or her to discuss the information with you. You might say "I read the information, but I don't clearly understand these directions. Could you tell me what you want?"

If you are a **tactile learner** (learn by doing)

1. When trying to learn something, walk around while saying the information to yourself
2. When trying to memorize information, try closing your eyes and writing the information in the air
3. When you get job information in writing, look at the pictures and the section headings before reading the whole thing
4. When you are in a meeting, cross your legs or jiggle your foot. You may even want to squeeze a tennis ball or nerf ball when listening to someone speak
5. You probably like to have quiet music playing when you are working

If your supervisor gives you directions orally or in writing and you do not clearly understand, you could ask him or her to show you what the directions mean. You might say: "I don't completely understand the directions. Could you show me what you mean?"

Handout 5

Handout 5, Transparency 5

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# Activities

## Second Activity (continued)

**"Learning Styles Inventory" (cont'd)**

7. Complete the exercise as a group activity. Take the time needed to **explain** the vocabulary.

(T-4, H-8) Transparency Handout

**Distribute "Inventory Scoring Sheet"**

*Have students use calculators.*

8. Have students use the scoring sheet to enter their scores. Do it together. At this point take a survey on learners, styles and **show** "Inventory Scoring Sheet". How many visual learners? auditory? tactile?

9. **Divide** students into three groups by type of learner. Pass out paper to all groups. Have students brainstorm in groups what they could say to a supervisor if they didn't understand training. Have groups share information with entire class.

(T-4, H-8) Transparency Handout

**Distribute "Learning Styles Suggestions"**

10. Hand out a sheet explaining 3 learning tips for each learning style.

**Review** with students different ways they can take advantage of the information they learned today. **Show** examples of how they can implement each suggestion. How can they go back to their jobs and use this information? **Ask** them to think about their styles during the week and to focus on how knowing their styles could help them in the workplace.

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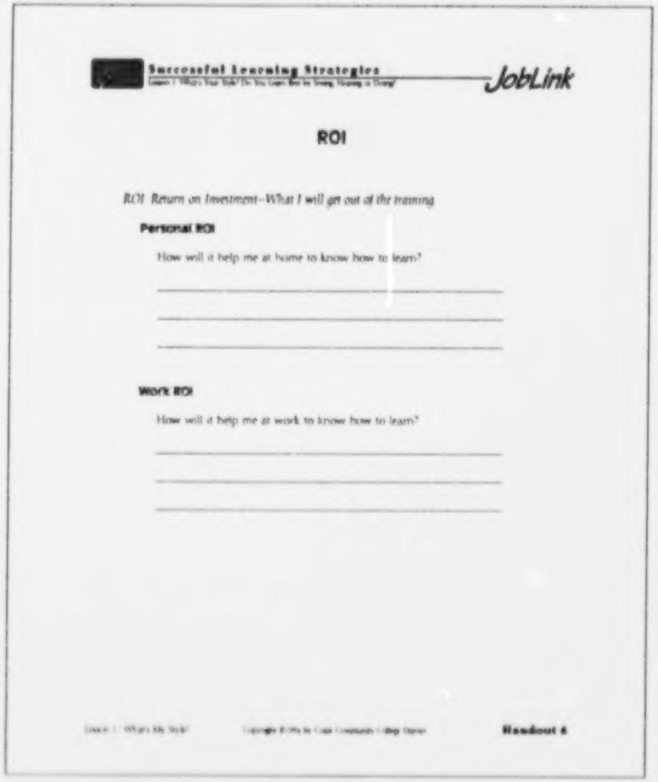
## Getting to Know You

**Find someone in class who:**

Has to read work orders at work ________
Had to learn something new on the job in the last 6 months ________
Has to write notes at work ________
Has to use the computer at work ________
Is on a team at work ________
Goes to school ________
Wants to learn a new job at work ________
Had to make a presentation at work ________
Has changed jobs in the last year ________

Handout 1



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## ROI

*ROI: Return on Investment–What I will get out of the training*

**Personal ROI**

How will it help me at home to know how to learn?

________
________
________

**Work ROI**

How will it help me at work to know how to learn?

________
________
________

Handout 6

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## Activities

### Third Activity: 10 minutes

(H-1) Handout

1. **Ask** students to look at "Getting to Know You" again.

   Would knowing how to learn help them with any of the items on this sheet? Which of the items are personal? Which are work-related?

2. **Remind** them that you asked them to think about how the information they learned in this lesson would help them at home and at work.

3. **Explain** that this concept is called "ROI" or Return on Investment. It means "What's in it for me?" or "What will I get out of this training?" Have students come up with some personal and work-related ROIs.

(H-6) Handout

4. **Distribute** "ROI" and have students fill them out.

# *Activities*

## Ending: 10 minutes

1. **Hand out** 3x5 cards.

   On one side *ask* students to answer the question: "What did you like best about the class today?"

   On the other side *answer* this question: "How could today's class be improved?"

2. **Next** session we will be reading.

3. **Say** your good-byes!

JobLink

Winning

At

Work

# Successful Learning Strategies

## Gearing Up for Training

### Lesson 2
### Better Reading to Improve Your Life

▼ Reading for Fun and Profit

## Lesson Description

**Reading** is an obvious necessity in the workplace. Our goals are to help students become more familiar with various kinds of reading materials, strategies for reading improvement, and the personal/company benefits of reading. We intend to motivate students to read consistently, implement strategies, and demonstrate accountability towards a higher return on the company and employee investments.

The ***first*** activity seeks to familiarize students with books: scanning, obtaining information, discussing, evaluating. The ***second*** activity uses a survey and explanations to acquaint students with good strategies for reading. The ***third*** activity explores the reading return on investment "ROI" for students and companies.

The three activities are followed by an accountability/commitment to reading by the employee and an encouragement to make a company/community library connection.

## Objectives

By completing this lesson, students will be able to:

1. To **familiarize** students with books: various kinds, scanning, obtaining information, discussing, and evaluating.
2. To become **acquainted** with useful reading improvement strategies.
3. To begin to **understand** "ROI", especially reading implications.
4. To have students make an outside reading **commitment** that is followed up with accountability.
5. To **establish** employee connections to company and/or community libraries.
6. To **provide** employee with a list of some useful books of personal interest and worksite relatedness.
7. To **encourage** students to read.

50

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## Materials Needed

### Hardware

1. Overhead projector and screen
2. Transparency pens
3. Paper and pencils
4. Books

## Materials (cont'd)

### Transparencies

"Reading ROI" (Transparency 6)

### Handouts

"Book Information & Evaluation" (Handout 7)
"Questionnaire" (Handout 8)
"Explanations of Questionnaire" (Handout 9)
"Reading ROI" (Handout 10)
"Commitment" (Handout 11)
"List of Orange County Libraries" (Handout 12)
"An Assortment Of Books" (Handout 13)
"Accountability" (Handout 14)

## Classroom Setup

### Total Time: 90 minutes

| | |
|---|---|
| Opening- Large Group | 5 min. |
| First Activity- Small Groups | 20 min. |
| Second Activity- Individual | 35 min. |
| Third Activity- Large Group | 25 min. |
| Ending- Large Group | 5 min. |

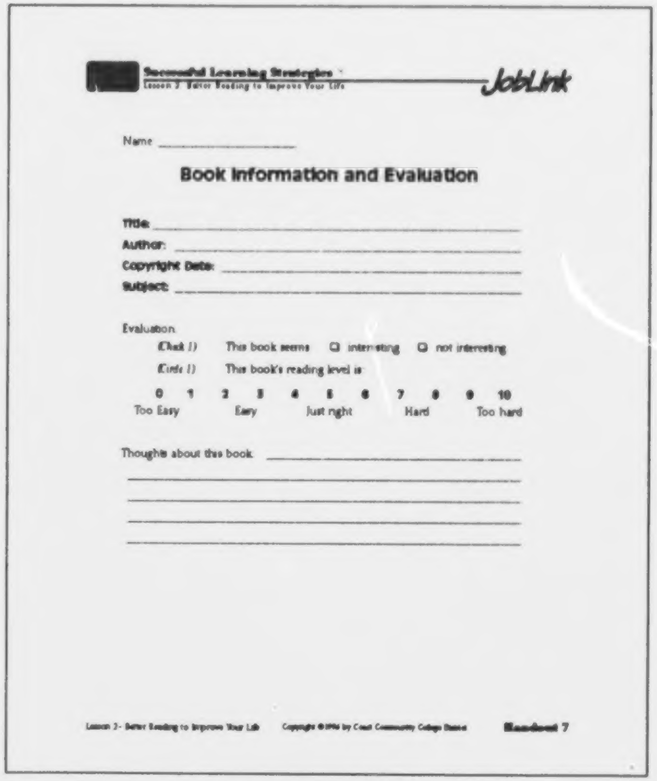
**Key** Hardware Transparencies Handouts Large Group Small Groups Discussion Sign-in Sheet

## ▼ Activities

### ▼ Opening: 5 Minutes

1. Brief **introduction** of the instructor to the students.
2. Make sure that classroom is organized and that all materials are assembled.

3. Have name tags and sign-in sheets available for students as they enter.



Name ________________

## Book Information and Evaluation

**Title:** ________________________________
**Author:** ________________________________
**Copyright Date:** ________________________________
**Subject:** ________________________________

Evaluation
*(Check 1)* This book seems ☐ interesting ☐ not interesting
*(Circle 1)* This book's reading level is:

0 1 2 3 4 5 6 7 8 9 10
Too Easy Easy Just right Hard Too hard

Thoughts about this book ________________________________
________________________________
________________________________
________________________________
________________________________

Handout 7

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# Activities

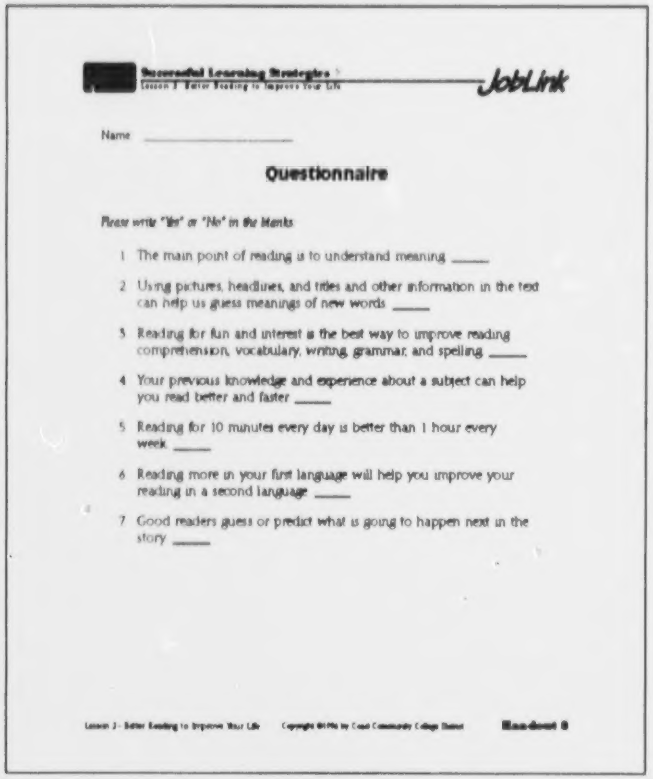
## First Activity: 20 Minutes

**"Getting to Know Books-Hands On"**

*"In this lesson you will learn how to improve your reading and how your improved reading can help your life, your work, and your company."*

1. **Preparation:** An adequate supply of various kinds of books appropriate to the workplace/ESL population. These could fall within 4 basic categories: *work-related, general interest, children's stories, and biography.*
2. Students are divided into small groups of 4.
3. Each group is given 4 books, 1 from each category. They are instructed to scan the book (title, pictures, table of contents, headings, captions, etc.).
4. **Distribute** "Book Information and Evaluation" to each student. Students then jot down basic information about the book (title, author, copyright date, subject, etc.).

   They then make a quick written evaluation of the book in hand (interesting or not, level of difficulty, etc.). Books are then passed around in rotation, each employee spending 3-4 minutes scanning, obtaining information, and evaluating, until everyone has viewed all 4 books. The group is then encouraged to share their observations and evaluations with each other *(5 minutes).*



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Name ____________________

## Questionnaire

*Please write "Yes" or "No" in the blanks*

1. The main point of reading is to understand meaning ____
2. Using pictures, headlines, and titles and other information in the text can help us guess meanings of new words ____
3. Reading for fun and interest is the best way to improve reading comprehension, vocabulary, writing, grammar, and spelling ____
4. Your previous knowledge and experience about a subject can help you read better and faster ____
5. Reading for 10 minutes every day is better than 1 hour every week ____
6. Reading more in your first language will help you improve your reading in a second language ____
7. Good readers guess or predict what is going to happen next in the story ____

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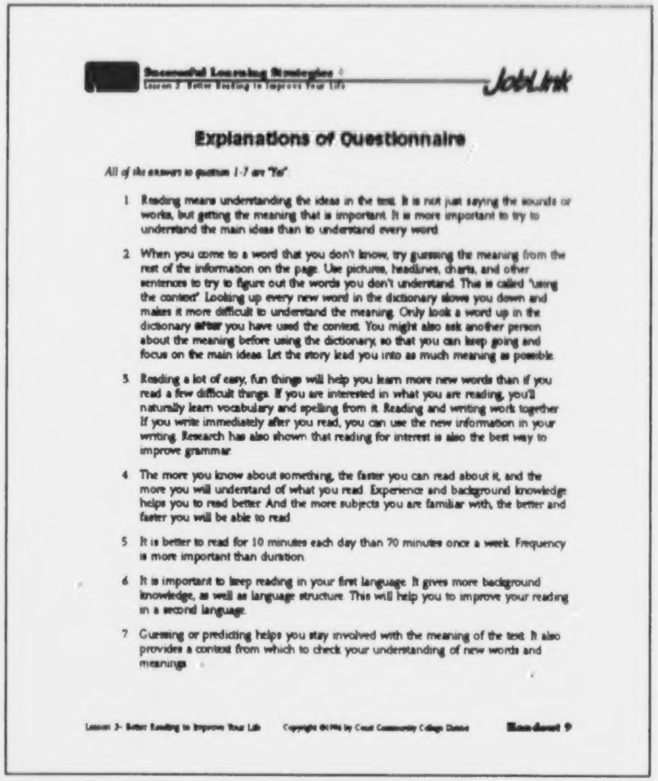
**Handout 8**



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## Explanations of Questionnaire

*All of the answers to question 1-7 are "Yes"*

1. Reading means understanding the ideas in the text. It is not just saying the sounds or words, but getting the meaning that is important. It is more important to try to understand the main ideas than to understand every word.
2. When you come to a word that you don't know, try guessing the meaning from the rest of the information on the page. Use pictures, headlines, charts, and other sentences to try to figure out the words you don't understand. This is called "using the context". Looking up every new word in the dictionary slows you down and makes it more difficult to understand the meaning. Only look a word up in the dictionary **after** you have used the context. You might also ask another person about the meaning before using the dictionary, so that you can keep going and focus on the main ideas. Let the story lead you into as much meaning as possible.
3. Reading a lot of easy, fun things will help you learn more new words than if you read a few difficult things. If you are interested in what you are reading, you'll naturally learn vocabulary and spelling from it. Reading and writing work together. If you write immediately after you read, you can use the new information in your writing. Research has also shown that reading for interest is also the best way to improve grammar.
4. The more you know about something, the faster you can read about it, and the more you will understand of what you read. Experience and background knowledge helps you to read better. And the more subjects you are familiar with, the better and faster you will be able to read.
5. It is better to read for 10 minutes each day than 70 minutes once a week. Frequency is more important than duration.
6. It is important to keep reading in your first language. It gives more background knowledge, as well as language structure. This will help you to improve your reading in a second language.
7. Guessing or predicting helps you stay involved with the meaning of the text. It also provides a context from which to check your understanding of new words and meanings.

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**Handout 9**

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# *Activities*

## Second Activity: 45 Minutes

**"Reading Improvement Survey and Strategy"**

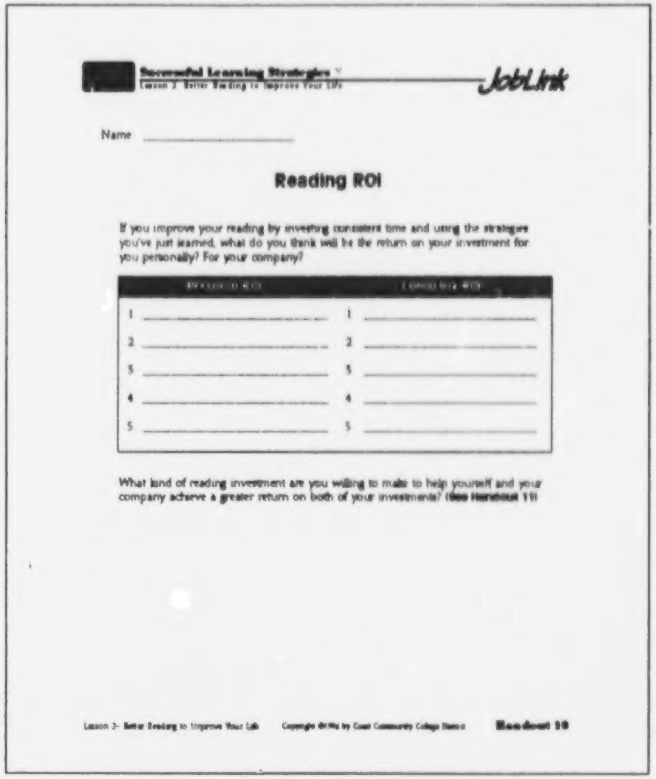
Individual Activity

1. "Questionnaire" is **distributed** for students' individual answers. Explanation of each question is given in reduced language so various levels can be sure to understand. *(All answers are "Yes")*

2. Each answer is **explained** and **discussed** with the whole class. Refer to "Explanations of Questionnaire". These provide the basic strategies for reading improvement and consequent improvements in writing, vocabulary, and spelling.

   *(Options: 1 and 2 can be done sequentially or in parallel)*

3. Students are given 15 minutes to select a book (1 of the previous 4, or another from an extended multi-level display) and **read,** using the strategies just learned.



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Name ____________________

## Reading ROI

If you improve your reading by investing consistent time and using the strategies you've just learned, what do you think will be the return on your investment for you personally? For your company?

| Personal ROI | Company ROI |
|---|---|
| 1 ______________ | 1 ______________ |
| 2 ______________ | 2 ______________ |
| 3 ______________ | 3 ______________ |
| 4 ______________ | 4 ______________ |
| 5 ______________ | 5 ______________ |

What kind of reading investment are you willing to make to help yourself and your company achieve a greater return on both of your investments? **(See Handout 11)**

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**Handout 10, Transparency 6**

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# Activities

## Third Activity: 25 Minutes

### "Reading ROI"

Whole Class

1. **Explain** "ROI" as a Return on Investment. Begin with "investment", eliciting several examples already familiar *(i.e., money in the bank, time spent with children, working carefully on a project, etc. = investment).* What are the possible rewards or "returns" on each?

   **Write** everything on board or transparency.

2. **Explore** general types of "ROI" within the company: investments made by employee and company/returns made for company and employee *(i.e., time/overtime, quality production, classes, incentives, etc.).*

3. **Relate** "ROI" to reading. If the employee makes investments in reading, what will the return (pay-off) be for the employee personally and at work? What will be the return on investment for the company?

(H-10, T-7)
Handout
Transparency

List on "Reading ROI".

(1, 2, 3 = 15 minutes)

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Name ______________

**Commitment**

I understand reading 10 minutes a day will improve my reading and provide a return on investment for me personally and for my company. Therefore, I will read 10 minutes a day for ______ days each week.

Signed ______________
(Student Signature)

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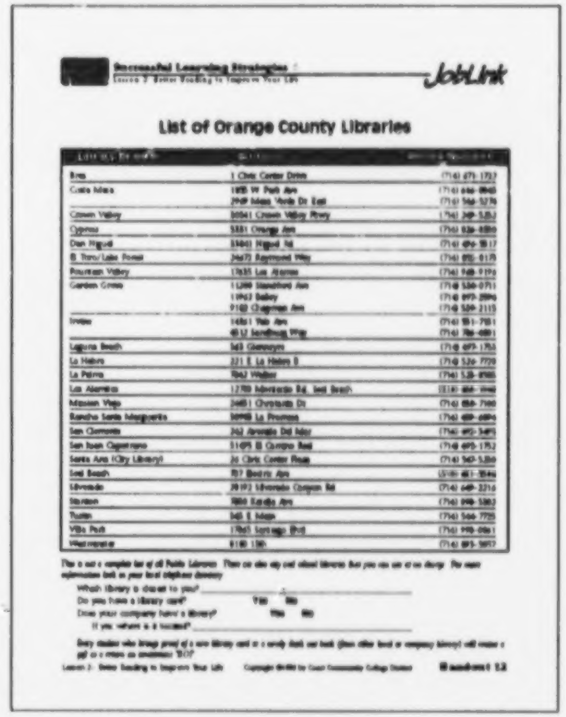
**Handout 11**



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**List of Orange County Libraries**

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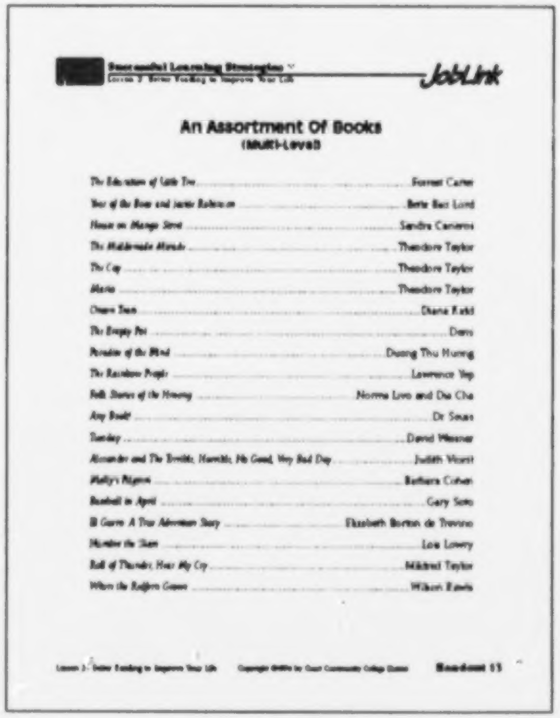
**Handout 12**



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**An Assortment Of Books**
**(Multi-Level)**

| | |
|---|---|
| *The Education of Little Tree* | Forrest Carter |
| *Year of the Boar and Jackie Robinson* | Bette Bao Lord |
| *House on Mango Street* | Sandra Cisneros |
| *The Maldonado Miracle* | Theodore Taylor |
| *The Cay* | Theodore Taylor |
| *Maria* | Theodore Taylor |
| *Onion Tears* | Diana Kidd |
| *The Empty Pot* | Demi |
| *Paradise of the Blind* | Duong Thu Huong |
| *The Rainbow People* | Laurence Yep |
| *Folk Stories of the Hmong* | Norma Livo and Dia Cha |
| *Any Book!* | Dr Seuss |
| *Tuesday* | David Wiesner |
| *Alexander and The Terrible, Horrible, No Good, Very Bad Day* | Judith Viorst |
| *Molly's Pilgrim* | Barbara Cohen |
| *Baseball in April* | Gary Soto |
| *El Guero: A True Adventure Story* | Elizabeth Borton de Trevino |
| *Number the Stars* | Lois Lowry |
| *Roll of Thunder, Hear My Cry* | Mildred Taylor |
| *Where the Redfern Grows* | Wilson Rawls |

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**Handout 13**

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# Activities

## Third Activity (continued)

(H-11) Handout

4. **Distribute** "Commitment".

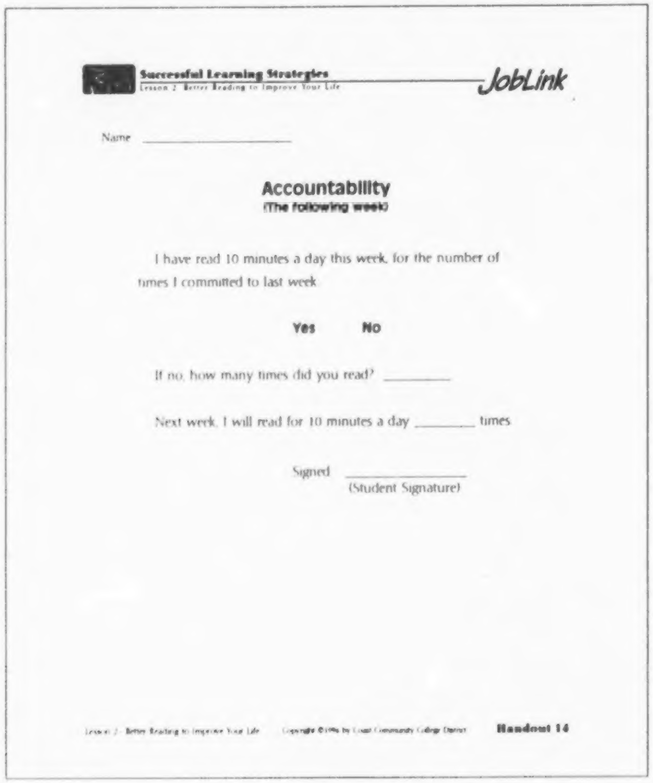
   Call for a commitment of x number of days the employee will read for 10 minutes (each week/module/term). Employee indicates, signs, and is instructed of the accountability that will be asked for (next session, each book, etc.) regarding her/his commitment. The "ROI" of this commitment is reinforced. *(5 minutes)*

(H-12) Handout

(H-13) Handout

5. **Distribute** "List of Orange County Libraries" along with the "An Assortment of Books".

   Students are asked to find and make a connection with their local library *or* company library: to get a library card or check out a book for their committed reading. Proof of connection (new library card or newly checked-out book) is rewarded (a gift book, certificate, etc.). *(5 minutes)*



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Name ____________________

### Accountability
(The following week)

I have read 10 minutes a day this week, for the number of times I committed to last week.

**Yes** **No**

If no, how many times did you read? ________

Next week, I will read for 10 minutes a day ________ times

Signed ______________
(Student Signature)

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Handout 14

## Activities

### Ending: 5 Minutes

1. **Objectives** are reviewed.
2. Students are reminded of commitments and encouraged to read for interest, fun, and potential "ROI" for themselves and their companies. **Distribute** "Accountability" and **ask** students to complete by next class.

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Work

# Successful Learning Strategies

## Gearing Up for Training

**Lesson 3**
**Word Power**

▼ Keeping the Information You Need

## Lesson Description

**Lesson Purpose:** To help employees create their own personal glossaries and use their glossaries *(and their new dictionaries)* on the job. This lesson emphasizes the need for employees to collect and carry valuable workplace information. One key source of valuable information will be the new glossaries employees will develop. Employees will be encouraged to develop their own glossaries and to take notes, a skill often associated with higher-level workers. Leads and supervisors will be urged to encourage employees to maintain their personal glossaries and their dictionaries on the job.

## Objectives

By completing this lesson, students will be able to:

1. **Create** and use a personal glossary.
2. **Identify, define,** and **spell** industry specific vocabulary.
3. **Identify** the benefits of maintaining and using a glossary.
4. Use a pocket dictionary to help them **define** and spell words.

## Materials Needed

### Hardware

1. Overhead projector and screen
2. Blank transparencies or flip chart
3. Transparency pens or flip chart markers
4. Dictionaries (one for each student)
5. Notebook paper
6. Personal glossaries
7. Small notebooks
8. Name tags

### Handouts

"Word Links" (Handout 15).

"Blue Group," "Yellow Group," "Green Group," and "Pink Group," (4)-(Handout 16 a,b,c,d) **Note:** Each page of handout 16 needs to be a different color.

## Materials (cont'd)

### Handouts

"Using Your Dictionary" (Handout 17)
"Work Words" (Handout 18)
"ROI" (Handout 19)

## Classroom Setup

### Total Time: 90 minutes

| | |
|---|---|
| Opening- Large Group | 5 min. |
| First Activity- Small Groups | 15 min. |
| Second Activity- Small Groups | 20 min. |
| Third Activity- Small Groups | 20 min. |
| Fourth Activity- Small Groups | 25 min. |
| Ending- Large Group | 5 min. |

| **Key** | Hardware | Transparencies | Handouts | Large Group | Small Groups | Discussion | Sign-in Sheet |
|---|---|---|---|---|---|---|---|

## Activities

### Opening: 5 Minutes

1. **Organize** the classroom and assemble all the materials.
2. Have name tags and sign-in sheets available for students as they enter.
3. Have notebooks available to be used for personal glossaries.
4. **Review** previous lesson on effective reading strategies. Question students on what kinds of materials they read at home and whether they spent 10 minutes per day reading. **Remind** them only 10 minutes per day equals 300 minutes per month! A small change every day can create a huge difference over time!

## Activities

### First Activity: 15 Minutes

1. **Lay out** notebook paper and pencils on tables.
2. **Dictate** the following questions and **ask** students to **write only the answers:**
    a. "What is the name of your company?"
    b. "What is the address of your company?"
    c. "What is your position or job title?"
    d. "What is your lead's first name and last name?"
    e. "What is your supervisor's first name and last name?"
    f. "What is your the plant manager's name?"
    g. "What is the name of your company's Chief Executive Officer (CEO) or President?"
3. **Ask** students to check with a partner to see if they agree on spellings. Spot-check student answers and quickly **review** the answers with the students. **Write** correct answers on a transparency.

## Activities

### First Activity (continued)

4. **Ask** students the following questions, and then **discuss** their answers:
    a. "Why do you think I asked you these questions?"
    b. "Is this information important?"
    c. "Is it important that you know how to spell these words? Why?"
5. **Distribute** small notebooks. Be sure to emphasize the value of their new personal glossaries! (To write down new words, to write information down so they can ask questions later, to write down words that they use often.) They now have their own notebooks in which they can write down important job information.
6. **Optional anecdote:** A brilliant man, always used a notebook just like the one you gave to the employees. And because he did, people thought he was important!

    *For example, when he made notes at an art gallery, the gallery owner invited him to a private room with an expensive collection, offered him champagne, and listened carefully to everything he said. Before he left, the owner admitted that the reason he invited him was that he had seen him taking notes; he knew this meant this man was important.*

    *Of course, you're not taking notes to impress people; you're taking notes to learn. But let's admit it,* ***smart people take notes!***

## ▼ Activities

### ▼ Second Activity: 20 Minutes

1. **Explain** that many English words are "linked" together, and knowing the "links" can be very useful. They can be useful because they **explain** how words are related, and they explain in simple ways.

2. Imagine, for example, a street that leads to only one store. If you never shop at that store, is it important for you to know that street? Of course not. But what about a street that leads to many stores and movie theaters, many schools and libraries, many doctors and dentists. Such a street is worth knowing.

3. Many English words are like streets that lead you to lots of worthwhile places. They are valuable because you can use them over and over again.

4. In English, many of the most valuable words are "borrowed words" from other languages. So don't be surprised when we say, for example, that a word comes from Latin or Greek (two of the main languages that English has borrowed from). In fact, if you speak Spanish, Italian, French, or another Romance language, you will have fun spotting these borrowed words.

5. "Let's look at two words that you probably see at work often: *expiration* and *rejection*. We will be taking them apart and putting them back together again!"

## Activities

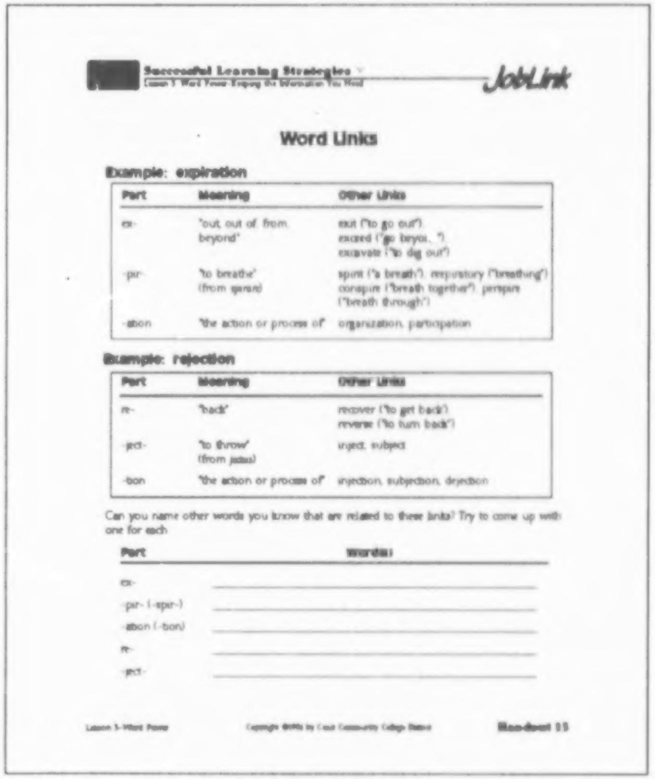
### Second Activity (continued)

6. "What is the definition of *expiration?*" *(Have the students look it up in their dictionaries.)* You probably came up with something like this: "coming to an end; the point at which something ends; the termination."

To find the "links" of this word, we must first break down its parts: *ex - pir - ation.*

**Now let's look at the meaning:**

| Part | Meaning | Other links |
|---|---|---|
| ex- | "out, out of; from; beyond" | exit ("to go out");<br>exceed ("go beyond");<br>excavate ("to dig out") |
| -pir- | "to breathe" (from *spirare*) | spirit ("a breath");<br>respiratory ("breathing");<br>conspire ("breath together");<br>perspire ("breath through") |
| -ation | "the action or process of" | organization; participation |



## Word Links

**Example: expiration**

| Part | Meaning | Other Links |
|---|---|---|
| ex- | "out, out of, from, beyond" | exit ("to go out")<br>exceed ("go beyond")<br>excavate ("to dig out") |
| -pir- | "to breathe"<br>(from spirare) | spirit ("a breath"), respiratory ("breathing")<br>conspire ("breath together"), perspire ("breath through") |
| -ation | "the action or process of" | organization, participation |

**Example: rejection**

| Part | Meaning | Other Links |
|---|---|---|
| re- | "back" | recover ("to get back")<br>reverse ("to turn back") |
| -ject- | "to throw"<br>(from jacere) | inject, subject |
| -tion | "the action or process of" | injection, subjection, dejection |

Can you name other words you know that are related to these links? Try to come up with one for each.

| Part | Word(s) |
|---|---|
| ex- | |
| -pir- (-spir-) | |
| -ation (-tion) | |
| re- | |
| -ject- | |

**Handout 15**

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# Activities

## Second Activity (continued)

7. Now let's look at the word *rejection*. What is the definition of *rejection?* (Have the students look it up in their dictionaries.) You probably came up with:

**Reject** (v) "to refuse to have, take, use, recognize, etc."
**Rejection** (n) "something or someone that is rejected as an imperfect or unwanted article."

**Let's take it apart, re - ject - tion.**

| Part | Meaning | Other links |
|---|---|---|
| re- | "in a backward direction" | reverse "to turn back" |
| -ject- | "to throw" (from *jectus*) | inject; subject |
| -tion | "the action or process of" | injection, subjection |

8. **Distribute** "Word Links".

9. Form student into groups of 4 to 5. **Ask,** "Can you name other words that are linked to *ex*-, to *-pir-* (or *-spir-*) , to *re-*, to *-ject-*, or to *-ation*? You can probably list several – perhaps many!"

10. Allow students 5 minutes to brainstorm. Then have each group share their words.

## Activities

### Third Activity: 20 Minutes

1. Stay in the same groups as before.

2. Give each group lined writing paper, pencils, one blank transparency or flip chart page, and one pen.

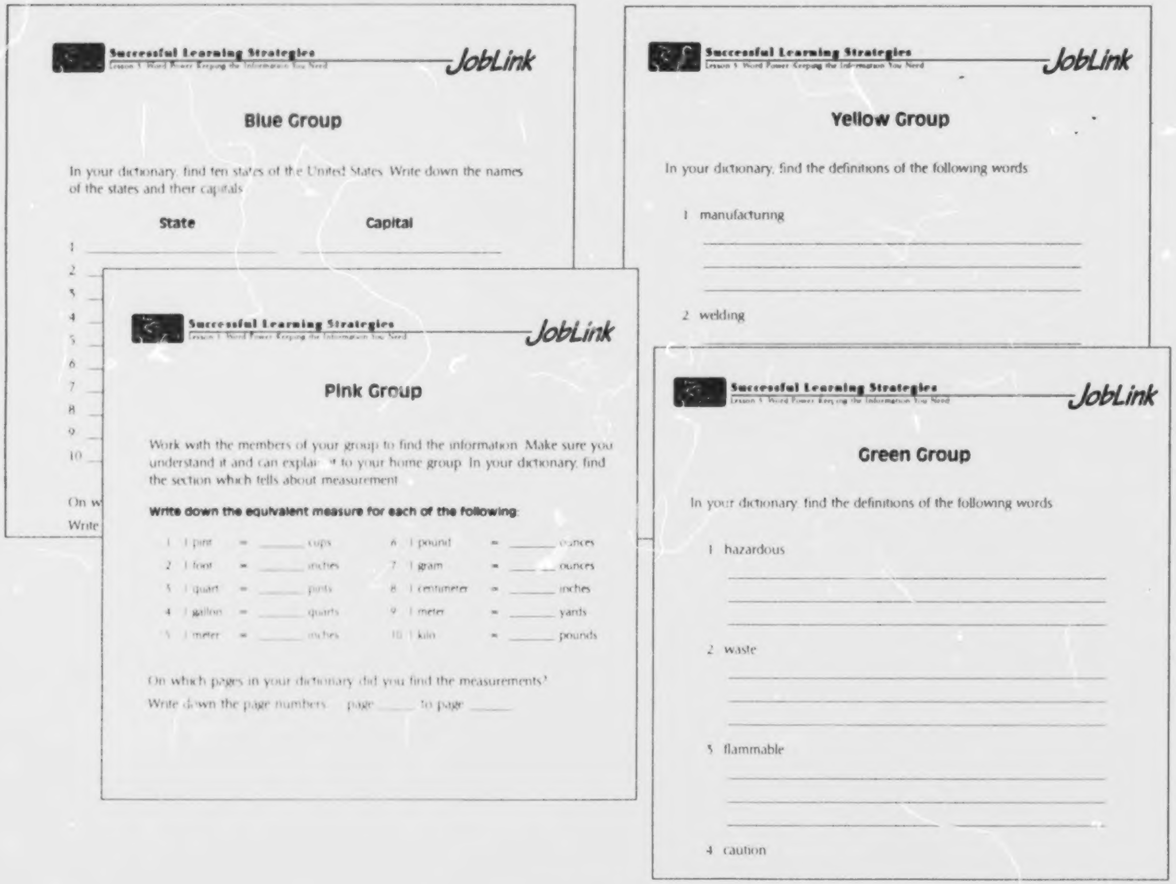
3. **Tell** students: "You use special words at your company that are different from words used in other companies. What are those words? Working in groups, you are going to do some brainstorming. This means that you are all going to join your brainpower and develop a list of words that are important in your company-words you believe everyone should know and be able to spell.

   When your group has listed 5 to 10 important words, one group will **write** these words in alphabetical order on a transparency or flip chart page. Can you figure out any of the definitions from the links?"

4. After the groups have completed this task, **distribute** the pocket notebooks. **Explain** that these notebooks will become their own personal glossaries where they can write down important information, including words that will help them in the workplace.

5. Now **review** the transparencies from each of the groups and briefly **discuss** the words and their meanings. You might **write** brief definitions on the transparencies or flip chart pages.

6. **Ask** students to copy the words and the definitions that they feel are important.



**Blue Group**

In your dictionary, find ten states of the United States. Write down the names of the states and their capitals.

**State** **Capital**

1 ______ ______
2 ______
3 ______
4 ______
5 ______
6 ______
7 ______
8 ______
9 ______
10 ______

On w

Write

**Pink Group**

Work with the members of your group to find the information. Make sure you understand it and can explain it to your home group. In your dictionary, find the section which tells about measurement.

**Write down the equivalent measure for each of the following:**

1. 1 pint = ______ cups
2. 1 foot = ______ inches
3. 1 quart = ______ pints
4. 1 gallon = ______ quarts
5. 1 meter = ______ inches
6. 1 pound = ______ ounces
7. 1 gram = ______ ounces
8. 1 centimeter = ______ inches
9. 1 meter = ______ yards
10. 1 kilo = ______ pounds

On which pages in your dictionary did you find the measurements?

Write down the page numbers. page ______ to page ______

**Yellow Group**

In your dictionary, find the definitions of the following words.

1 manufacturing

2 welding

**Green Group**

In your dictionary, find the definitions of the following words.

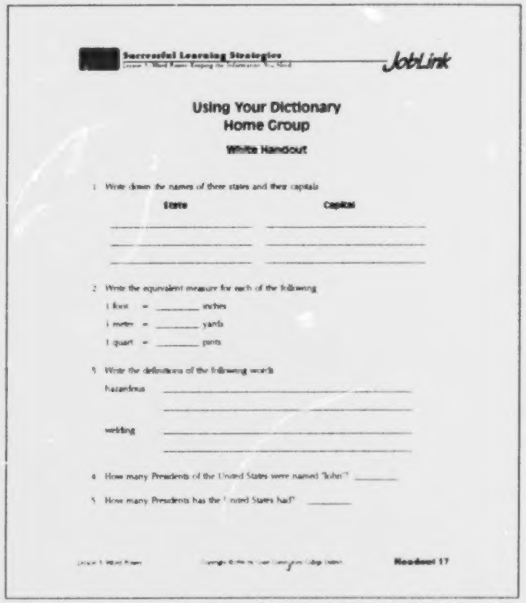
1 hazardous

2 waste

3 flammable

4 caution

Handouts 16 a,b,c,d



**Using Your Dictionary**
**Home Group**
**White Handout**

1. Write down the names of three states and their capitals.

**State** **Capital**

2. Write the equivalent measure for each of the following.

1 foot = ______ inches
1 meter = ______ yards
1 quart = ______ pints

3. Write the definitions of the following words.

hazardous ______

welding ______

4. How many Presidents of the United States were named "John"? ______

5. How many Presidents has the United States had? ______

**Handout 17**

Handout 17

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# Activities

## Fourth Activity: 30 Minutes

### Colored Handouts

***Distribute** pocket dictionaries for each student to keep.*

1. **Divide** students into 4 groups. Give each group a different color handout to complete. **Ask** each group to work together to complete the handout If the handouts are too difficult, then **ask** them to answer only a couple of questions.

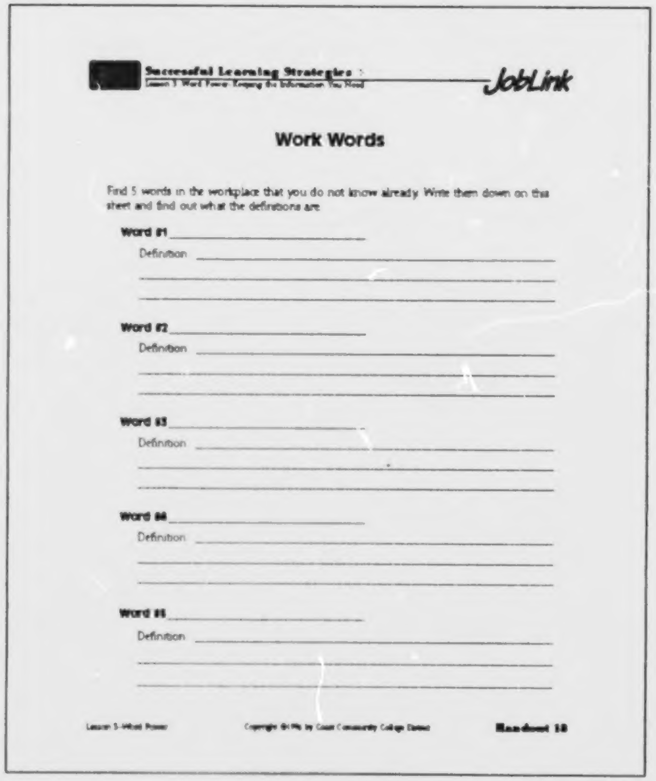
### "Using Your Dictionary" (White)

2. When each group has finished, do one of the following:

   a. Bring the entire class back together and **distribute** the "Using Your Dictionary" to each student. Have the class complete the handout. Call on different students to provide the information.

   **—or—**

   b. Form new groups. This time each group should have a member that has a pink, blue, yellow, and green paper. Together each group completes the information needed for the "Using Your Dictionary" handout.



Successful Learning Strategies
Lesson 3: Word Power–Keeping the Information You Need
JobLink

## Work Words

Find 5 words in the workplace that you do not know already. Write them down on this sheet and find out what the definitions are.

**Word #1** ____________________
Definition ____________________

**Word #2** ____________________
Definition ____________________

**Word #3** ____________________
Definition ____________________

**Word #4** ____________________
Definition ____________________

**Word #5** ____________________
Definition ____________________

Lesson 3–Word Power
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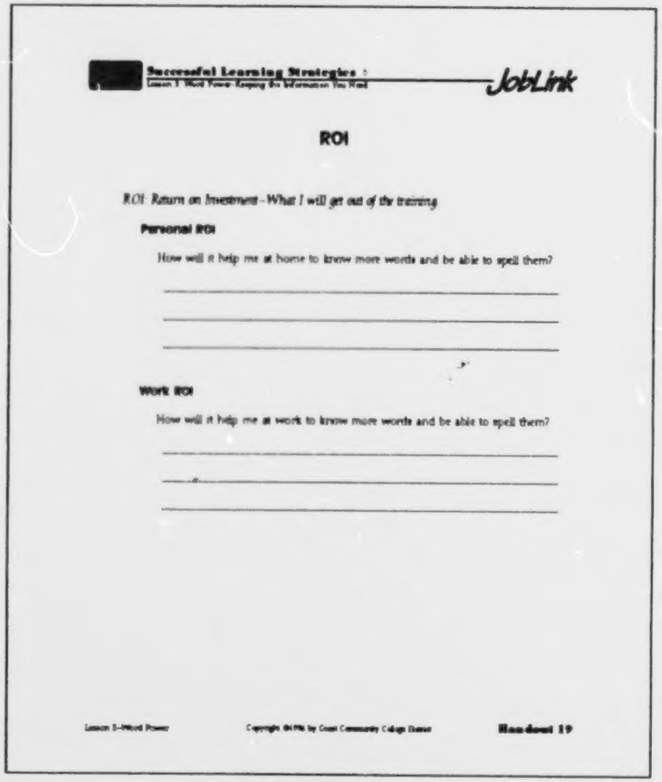
**Handout 18**

Handout 18



Successful Learning Strategies
Lesson 3: Word Power–Keeping the Information You Need
JobLink

## ROI

*ROI: Return on Investment–What I will get out of the training*

**Personal ROI**

How will it help me at home to know more words and be able to spell them?

____________________

**Work ROI**

How will it help me at work to know more words and be able to spell them?

____________________

Lesson 3–Word Power
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**Handout 19**

Handout 19

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# ▼ *Activities*

## ▼ Ending: 5 Minutes

1. **Review** the day's lesson with students. **Ask** students to add 5 new words to their glossaries during the week.

(H-18) Handout

2. **Distribute** "Work Words". **Ask** students to identify 5 unknown words at work. Have students look up the meaning of those words in their dictionaries and copy them on to the "Work Words" handout. Bring these to the next class.

(H-19) Handout

3. **Fill out** "ROI".
4. **Encourage** students to use their dictionaries during the week.

JobLink

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Work

# Successful Learning Strategies

Gearing Up for Training

## Lesson 4
## It's All in Your Hand

- The 5 Ws in Writing:
  "Who?," "What?," "Where?," "When?," and "Why?"

## Lesson Description

**Lesson Purpose:** To help employees write simple log and journal entries by thinking about the 5 Ws. This lesson will be constructed based on the various writing samples the instructor has received to date, as well as the specific writing tasks that site employees are responsible for completing. If there are specific forms the company uses, then those should be incorporated into this lesson. Finally, students will receive a writing job aid. This aid is a card containing some writing tips for the employee to use on the job. The aid has a color-coded picture of a hand with a *"Who?," "What?," "Where?," "When?," and "Why?"* label.

## Objectives

By completing this lesson, students will be able to:

1. **Identify** the 5 Ws.
2. **Demonstrate** using the 5 Ws in a given writing task.
3. **Use** a job aid while working.

## Materials Needed

### Hardware

1. Overhead projector and screen
2. 3-4 Beanbags
3. Transparency pens
4. One set of colored cards with *who, what, where, when* and *why* information. (4 of each)
5. One set of colored 3x5 index cards (blue, orange, yellow, green, and pink) for each student
6. Paper and pencils

### Transparencies

"The Bottle" (Transparency 7)
"The 5 Ws Chart" (Transparency 8)

## Materials (cont'd)

### Handouts

"The Bottle" (Handout 20)
"The 5 Ws Chart" (Handout 21)
"The 5 Ws" (Handout 22)
"ROI" (Handout 23)

## Classroom Setup

**Total Time: 90 minutes**

| | |
|---|---|
| Opening- Large Group | 5 min. |
| First Activity- Small Groups | 15 min. |
| Second Activity- Partners | 30 min. |
| Third Activity- Small Groups | 30 min. |
| Ending- Large Group | 10 min |

**Key** Hardware Transparencies Handouts Large Group Small Groups Discussion Sign-in Sheet

## Activities

### Opening: 5 Minutes

1. Make sure that classroom is organized and that all materials are assembled.
2. Have name tags and sign-in sheets available for students as they enter.
3. Have students volunteer words and definitions from last week's "Work Words".
4. **Write** on the board:

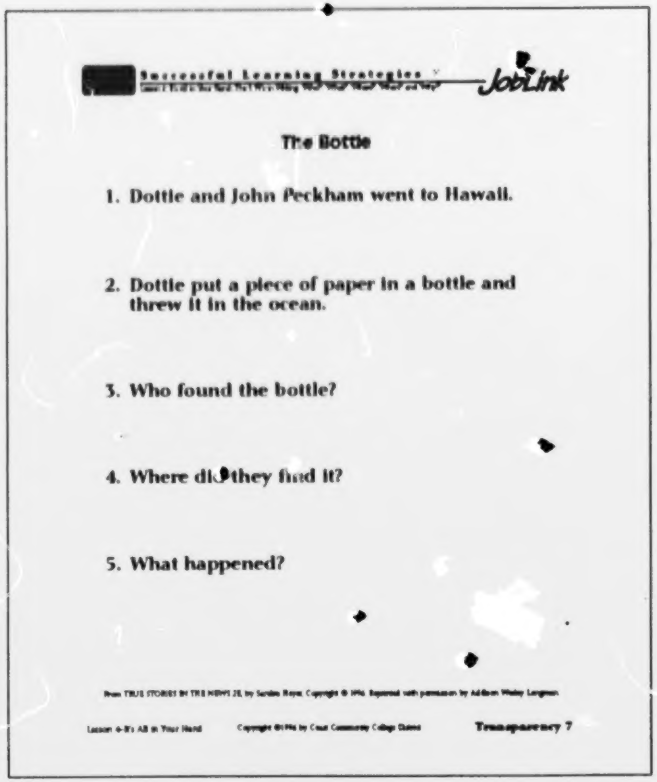
   **Who? (in blue)**
   **What? (in orange)**
   **Where? (in yellow)**
   **When? (in green)**
   **Why? (in red)**

5. Have students place their chairs in a circle, if possible.

## Activities

### First Activity: 15 Minutes

1. **Bring** the beanbag out and **tell** students that you are going to play a game using "Who?," "What?," "Where?," "When?," and "Why?" questions.
2. **Toss** the beanbag to someone in the group and **ask** the catcher a "Who?" question. The catcher must answer the "Who?" question and then toss the beanbag to another student. She throws the beanbag, and she must **ask** a "What?" question.
3. The second student must answer the "What?" question. Then she tosses the beanbag and **asks** a "Where?" question.
4. **Proceed** in the same fashion with a "When?" and then a "Why?" question until each person has answered and has asked a question.
5. If the group is very large, form teams and use more than one beanbag to give students more practice in asking and answering questions.
6. **Ask** students: "What kind of information do you need at work? How do you get information at work In a memo? One-on-one? Meetings? Do you sometimes have to ask questions? What kind of questions do you ask? Is it hard for you to ask questions to get the information you need?"
7. **Explain** that today we will be discussing how to get all the information you need to do your job, and how to make sure you are giving the right information to those who need it. It's as easy as asking "Who?," "What?," "Where?," "When?," and "Why?"



Successful Learning Strategies JobLink

**The Bottle**

1. **Dottie and John Peckham went to Hawaii.**
2. **Dottie put a piece of paper in a bottle and threw it in the ocean.**
3. **Who found the bottle?**
4. **Where did they find it?**
5. **What happened?**

From TRUE STORIES IN THE NEWS 2E, by Sandra Heyer. Copyright © 1996. Reprinted with permission by Addison Wesley Longman.

Lesson 4–It's All in Your Hand Copyright ©1996 by Coast Community College District **Transparency 7**

**Transparency 7**

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## Activities

### Second Activity: 30 Minutes

**Explain** "dictation." Students must now **write** down exactly what you say, like secretaries. If they can write each word, great. If not, it's okay too. Write down as much as they can, the entire sentence or just a few words. **Encourage** them to write down what they hear. *(This is an exercise, not a test.)*

1. Have students get paper and pencil or pen. **Tell** them to prepare for dictation.
2. **Dictate** the following:
   - a. "Dottie and John Peckham went to Hawaii."
   - b. "Dottie put a piece of paper in a bottle and threw it in the ocean."
   - c. "Who found the bottle?"
   - d. "Where did they find it?"
   - e. "What happened?"

(T-7) Transparency

3. After the dictation, **place** the "The Bottle" with the dictated sentences on the overhead projector.
4. **Direct** students to correct their own dictation. **Check** students' dictation with them.

## Activities

### Second Activity (continued)

5. **Tell** the students that they are going to hear a story that will answer the questions, but first they should use their imaginations and guess the answers.

   **Assure** them that it is okay to guess. At this point there is really no possible way that they could be sure of what happened in the story.

   *(Students are often reluctant to guess for fear of giving an incorrect response; therefore, it is extremely important to reassure them that guessing is OK! Predicting is an important reading/thinking skill, similar to making an educated guess.)*

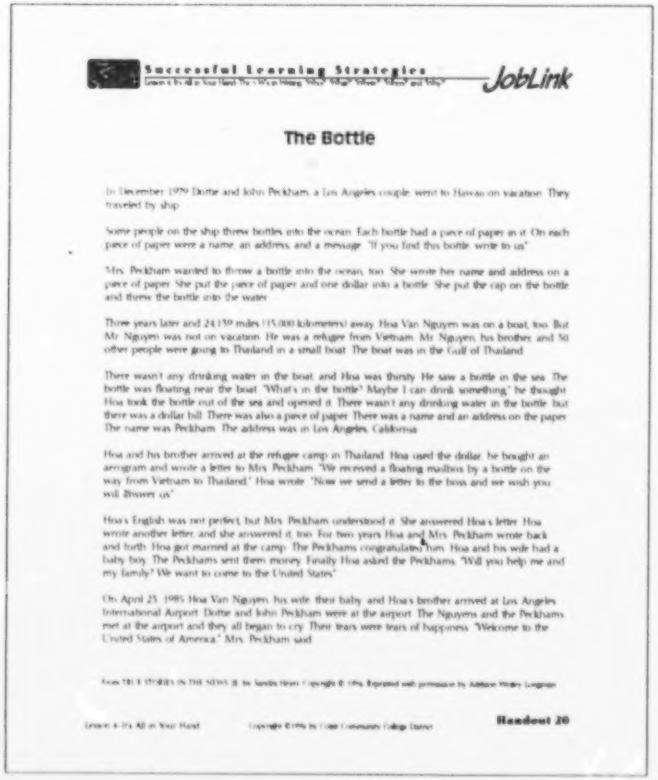
6. After each person has had a moment to think, direct the students to share their answers with a partner. After they have compared answers, ask:

   "Do you and your partner agree?"

   "Did both of you have the same idea?"

   **Ask** students to volunteer to share their answers to the group. If you wish, have the students vote to see which answer they think is "correct." After discussing their answers, remind them what kind of information was given and requested: "Who?," "What?," and "Where?"

   **Talk** about how important it is when giving or asking for information to be specific about these "Ws."



Successful Learning Strategies JobLink

## The Bottle

In December 1979 Dottie and John Peckham, a Los Angeles couple, went to Hawaii on vacation. They traveled by ship.

Some people on the ship threw bottles into the ocean. Each bottle had a piece of paper in it. On each piece of paper were a name, an address, and a message: "If you find this bottle, write to us."

Mrs. Peckham wanted to throw a bottle into the ocean, too. She wrote her name and address on a piece of paper. She put the piece of paper and one dollar into a bottle. She put the cap on the bottle and threw the bottle into the water.

Three years later and 24,139 miles (15,000 kilometers) away, Hoa Van Nguyen was on a boat, too. But Mr. Nguyen was not on vacation. He was a refugee from Vietnam. Mr. Nguyen, his brother, and 50 other people were going to Thailand in a small boat. The boat was in the Gulf of Thailand.

There wasn't any drinking water in the boat, and Hoa was thirsty. He saw a bottle in the sea. The bottle was floating near the boat. "What's in the bottle? Maybe I can drink something," he thought. Hoa took the bottle out of the sea and opened it. There wasn't any drinking water in the bottle, but there was a dollar bill. There was also a piece of paper. There was a name and an address on the paper. The name was Peckham. The address was in Los Angeles, California.

Hoa and his brother arrived at the refugee camp in Thailand. Hoa used the dollar; he bought an aerogram and wrote a letter to Mrs. Peckham. "We received a floating mailbox by a bottle on the way from Vietnam to Thailand," Hoa wrote. "Now we send a letter to the boss and we wish you will answer us."

Hoa's English was not perfect, but Mrs. Peckham understood it. She answered Hoa's letter. Hoa wrote another letter, and she answered it, too. For two years Hoa and Mrs. Peckham wrote back and forth. Hoa got married at the camp. The Peckhams congratulated him. Hoa and his wife had a baby boy. The Peckhams sent them money. Finally Hoa asked the Peckhams, "Will you help me and my family? We want to come to the United States."

On April 25, 1985 Hoa Van Nguyen, his wife, their baby, and Hoa's brother arrived at Los Angeles International Airport. Dottie and John Peckham were at the airport. The Nguyens and the Peckhams met at the airport and they all began to cry. Their tears were tears of happiness. "Welcome to the United States of America," Mrs. Peckham said.

**Handout 20**

Handout 20

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## Activities

### Second Activity (continued)

7. **Distribute** copies of "The Bottle".

8. **Ask** students to read the story silently *(if you think it is more appropriate, read it together)*. **Tell** students to underline the answers to the questions as they read the story. When they have finished reading the story, **ask:**

"Who is this story about?"

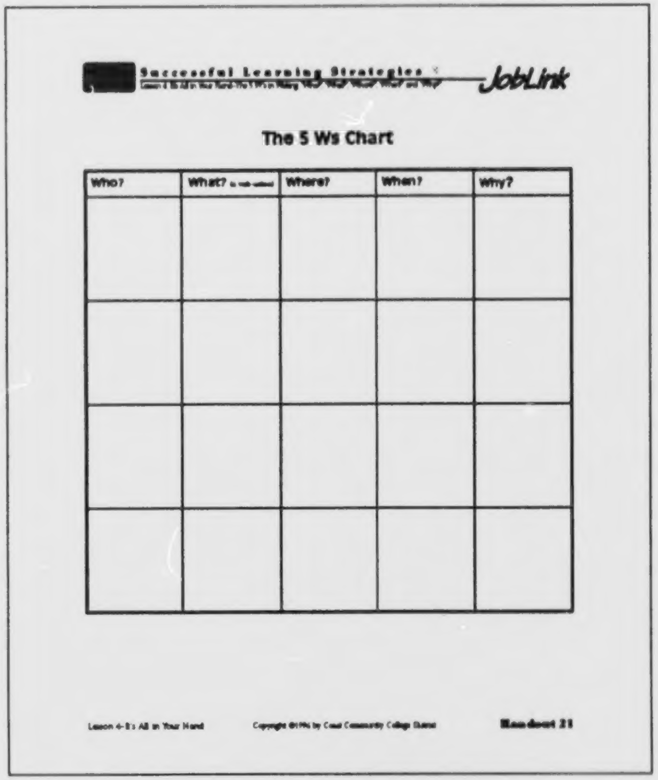
"What did they do?"

"Where did they do it?" (There will be several different locations.)

"When did it happen?"

"Why did they do it?" or "Why did it happen?"

**Ask** students to answer orally using the "real" information from the story.



Successful Learning Strategies
JobLink

The 5 Ws Chart

| Who? | What? | Where? | When? | Why? |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Lesson 4- It's All in Your Hand
Handout 21

Handout 21, Transparency 8

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## Activities

### Third Activity: 30 Minutes

1. **Divide** students into teams of four. **Distribute** "The 5 Ws Chart" to each student and a set of colored "Who?," "What?," "Where?," "When?," and "Why?" cards.

(H-21, T-8) Handout Transparency

2. **Explain** that the students will be putting together sentences. By completing this activity, students will identify and produce information that answers these 5 Ws and will fill in the blanks of the chart with the appropriate information from color cards:

   **"Who?"– blue**
   **"What?"– orange**
   **"Where?"– yellow**
   **"When?"– green**
   **"Why?"– pink or red**

   This color-coding will also be used in the last portion of this activity.

3. In **teams of four**, the groups should take turns using the color cards to complete 4 sentences. Each sentence will include a what, a who, a why, a where, and a when. For instance, the first participant may decide to fill in one of the "Where?" squares (using a yellow card) with an answer such as "in the cafeteria." The next may choose to fill in a "Who?" space (using a blue card) with an answer such as "My supervisor". By the end of this activity, each team member should have filled in five squares.

4. Give each student a blank set of color-coded 3x5 index cards (1 each of blue, green, yellow, orange, and pink).

## Activities

### Third Activity (continued)

5. **Direct** team members to write their own sentences that include a "Who?," "What?," "Where?," "When?," and "Why?" **Tell** students to write their sentences on paper and then to put the information on the appropriate colored card:

   **Blue cards** should have "Who?" information (such as "The production team").

   **Orange cards** should have "Did what?" information (such as "packed the boxes").

   **Yellow cards** should have "Where?" information (such as, "in the mail room").

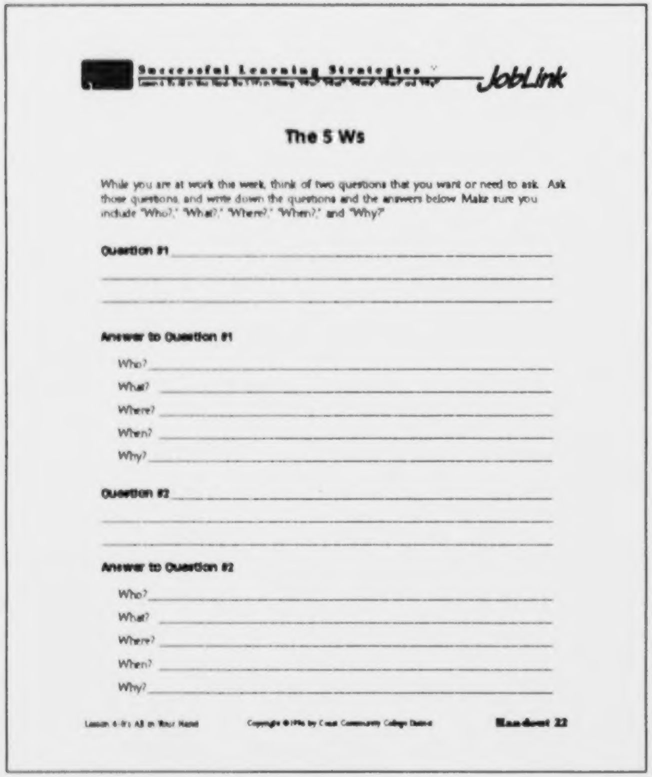
   **Green cards** should have "When?" information (such as "yesterday afternoon").

   **Pink cards** should have "Why?" information (such as "to finish the job").

   Notice again, that verb tense in the "What?" information must be consistent with the "When?" information; for example, "The production team packed the boxes in the mail room because they had to finish the job by 2."

6. Now have each person assemble his or her cards in a sequential order to make a good sentence.

7. If there is time, direct team members to take turns dictating their sentences to their groups. **Remind** participants to speak slowly and clearly, to listen carefully, and to ask for clarification (e.g., "Please speak more slowly," or "I didn't understand. Could you please repeat the end?"). Once each team member has dictated a sentence, the sentences should be displayed so that the other team members can check for accuracy.



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## The 5 Ws

While you are at work this week, think of two questions that you want or need to ask. Ask those questions, and write down the questions and the answers below. Make sure you include "Who?," "What?," "Where?," "When?," and "Why?"

**Question #1** ____________________

**Answer to Question #1**

Who? ____________________
What? ____________________
Where? ____________________
When? ____________________
Why? ____________________

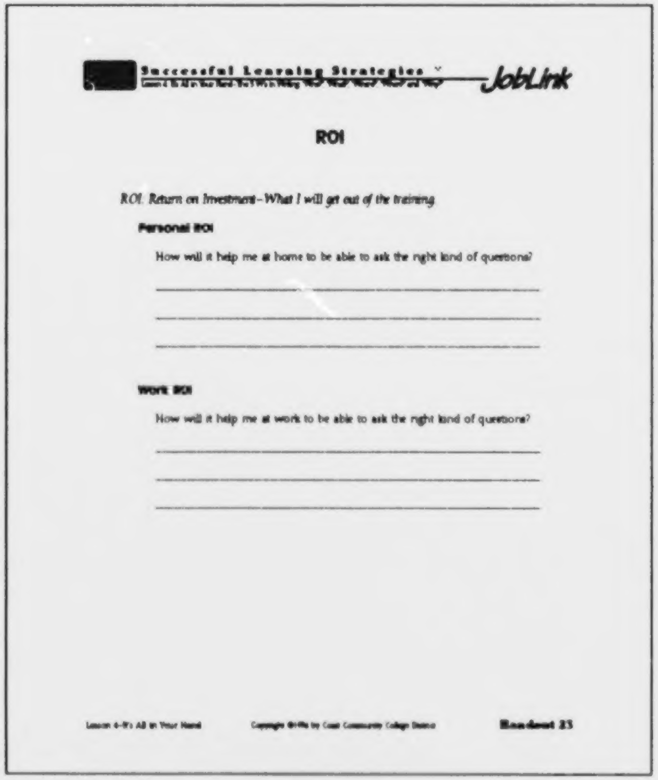
**Question #2** ____________________

**Answer to Question #2**

Who? ____________________
What? ____________________
Where? ____________________
When? ____________________
Why? ____________________

Lesson 4-It's All in Your Hand Copyright ©1996 by Coast Community College District **Handout 22**

Handout 22



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## ROI

*ROI: Return on Investment–What I will get out of the training.*

**Personal ROI**

How will it help me at home to be able to ask the right kind of questions?

____________________

**Work ROI**

How will it help me at work to be able to ask the right kind of questions?

____________________

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Handout 23

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## Activities

### Ending: 10 Minutes

1. **Read** the following sample statements, and **ask** students to identify the 5 Ws in each statement.

   "Mr. Brooks put all the order forms on Tran's desk last night because he wants Tran to mail them."

   "Juan Martinez will come to Purchasing Department at 9:30 a.m. to collect the reports."

(H-22) Handout

2. **Distribute** the 5 Ws. **Explain** to the students that during the week, they are to write down two questions they want or need to ask at work and the answer to the questions. Each answer should include "Who?," "What?," "Where?," "When?," and "Why?"

(H-23) Handout

3. Have them **fill out** the "ROI".
4. **Wish** them a good week and say good-bye!

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# Successful Learning Strategies

## Gearing Up for Training

### Lesson 5
### A Scavenger Hunt

▼ Information Sources

## Lesson Description

The purpose of this lesson is to identify **sources of information** at the worksite and discuss how these sources can be used effectively. *Oral information* sources include friends, coworkers, leads, supervisors, and managers. *Written information* sources encompass memos, standard operating procedures, work orders, production manuals, job benefit summaries, and company annual reports. *Visual information* sources such as charts, graphs, and tables often appear on bulletin boards throughout the work area. These three types of sources will be investigated and their respective roles discussed.

Intrinsic to this lesson is the identification of a question whose answer is important to the participants. After dividing the group into teams, each team will be asked to select a question whose answer is of interest to the team members. The question will be stated first in speaking and then in writing form. Each team member will then be given a copy of the team's question.

In the intervening days between this session and the next, each participant is to seek the answer to his/her group's question by using a variety of sources. These responses are to be written down for discussion at the next session, during which participants will be given time to discuss their findings and prepare a written report of the results.

## ▼ Objectives

By completing this lesson, students will be able to:

1. **Identify** questions whose answers are of interest to their own well-being and to job success.
2. **Locate** sources of information within the company at the jobsite.
3. **Develop** strategies for comparing explanations when given in both oral and written form.

## ▼ Materials Needed

### ▼ Hardware

1. Overhead projector and screen
2. Transparency pens
3. Index cards

### ▼ Transparencies

"Questions" (Transparency 9)
"Report" (Transparency 10)
"Project" (Transparency 11)

### ▼ Handouts

"Questions" (Handout 24)
"Project" (Handout 25)
"ROI" (Handout 26)

## ▼ Classroom Setup

### ▼ Total Time: 90 minutes

| | |
|---|---|
| Opening- Large Group | 10 min. |
| First Activity- Large Group | 30 min. |
| Second Activity- Small Groups | 20 min. |
| Third Activity- Small Groups | 20 min. |
| Ending- Large Group | 10 min. |

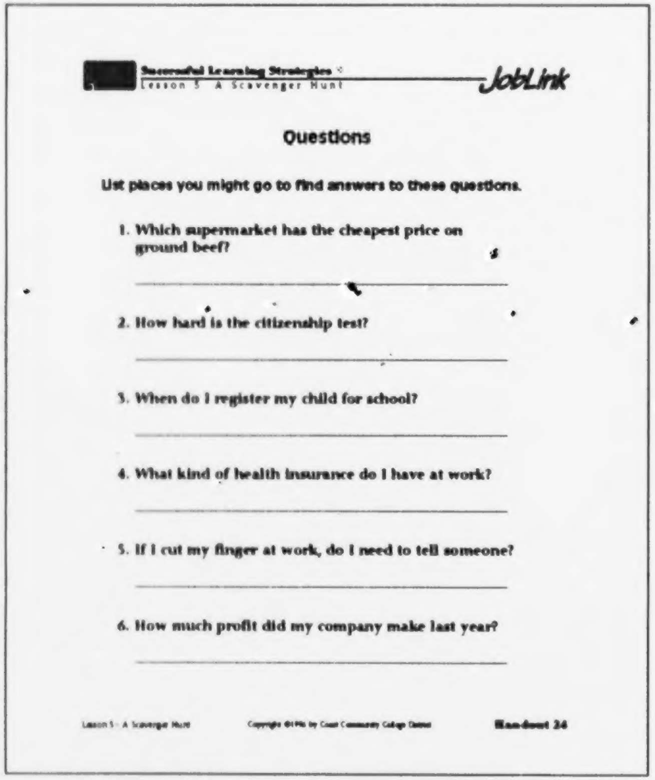
▼ **Key** Hardware ✎ · Transparencies · Handouts · Large Group · Small Groups · Discussion · Sign-in Sheet

# *Activities*

## Opening: 10 minutes

1. Make sure the classroom is organized and all materials are assembled.

2. Have name tags and sign-in sheets available for students as they enter.
3. Have students place their chairs in a circle, if possible.
4. **Review** the 5 Ws handout from the last lesson.
5. Write on the board: **Information**



Successful Learning Strategies
Lesson 5 A Scavenger Hunt
JobLink

## Questions

List places you might go to find answers to these questions.

1. Which supermarket has the cheapest price on ground beef?

   ______________________________

2. How hard is the citizenship test?

   ______________________________

3. When do I register my child for school?

   ______________________________

4. What kind of health insurance do I have at work?

   ______________________________

5. If I cut my finger at work, do I need to tell someone?

   ______________________________

6. How much profit did my company make last year?

   ______________________________

Lesson 5 - A Scavenger Hunt Copyright ©1996 by Coast Community College District **Handout 24**

Handout 24, Transparency 9

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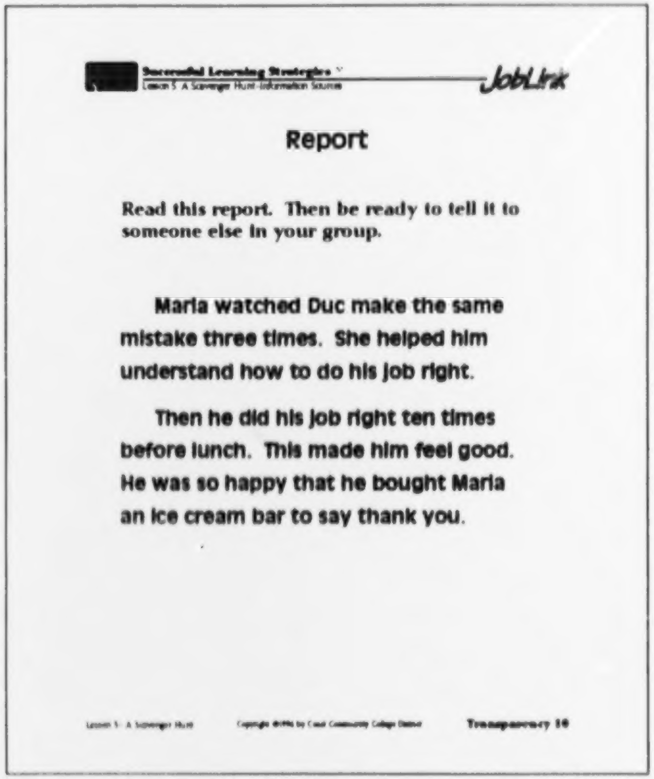
# Activities

## First Activity: 30 minutes

1. **Discuss** the importance of being able to find answers to questions (i.e., solve problems, do things right the first time, work more efficiently, etc.).

(H-24, T-9) Handout Transparency

2. **Place** the "Questions" on the overhead projector.
3. **Distribute** the "Questions" to the group.
4. Make sure the directions are understood. **Emphasize** that the purpose is not to answer the questions but rather to identify sources where the answers may be found.
5. Read the first question and then allow a few minutes for the participants to write out their ideas.
6. **Ask** for responses and list these on the transparency. Tally the number of participants who listed each source on their paper.
7. Continue the process for the remaining four questions.
8. **Discuss** how the students found the answers to the questions on the "Questions" handout. How do they find answers at work? Have them list some sources of information at work (i.e., coworkers, supervisors, manuals, human resources, procedures, brochures, etc.).



## Report

**Read this report. Then be ready to tell it to someone else in your group.**

**Maria watched Duc make the same mistake three times. She helped him understand how to do his job right.**

**Then he did his job right ten times before lunch. This made him feel good. He was so happy that he bought Maria an ice cream bar to say thank you.**

**Transparency 10**

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# Activities

## Second Activity: 20 minutes

1. **Explain** that one common source of information is *verbal information* through coworkers. Explain that they will be doing an activity that demonstrates some of the problems that can occur when information is given orally.

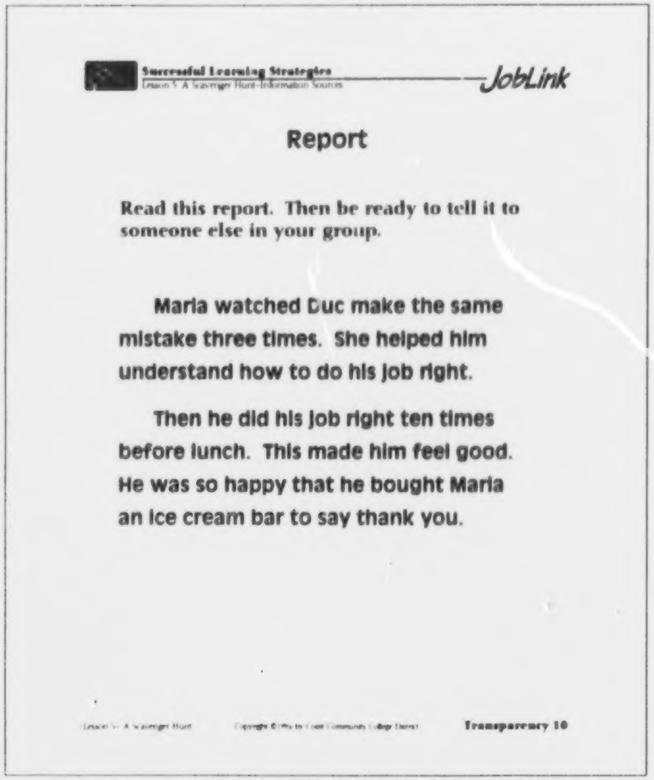
2. **Break up** into groups of 4 to 5 participants.

3. Have each group identify a "lead" person.

Transparency

4. Have all participants except the "lead" put their heads down and close their eyes. Then place the "Report" on the overhead projector for the "leads" to read to themselves.

5. After sufficient time has elapsed, turn the projector off and instruct all participants to raise their heads and open their eyes.



Successful Learning Strategies
Lesson 5: A Scavenger Hunt–Information Sources
JobLink

## Report

**Read this report. Then be ready to tell it to someone else in your group.**

**Maria watched Duc make the same mistake three times. She helped him understand how to do his job right.**

**Then he did his job right ten times before lunch. This made him feel good. He was so happy that he bought Maria an ice cream bar to say thank you.**

**Transparency 10**

Transparency 10

# Activities

## Second Activity (continued)

6. Each "lead" is then to **tell** one other person in the group what the report said.

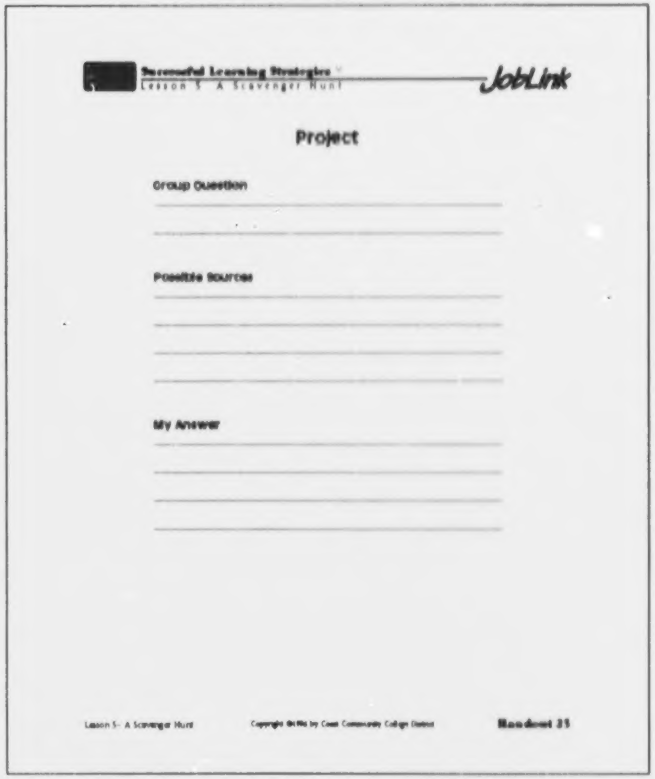
7. Then that participant **tells** another, and the process continues until each person has heard the report from another participant.

8. Now have the last person in each group relate the report to the entire class as the report was told to him/her.

[illegible] Transparency

9. **Show** the "Report" once again to compare these versions with the original.

10. **Explain** that when you get information orally or "through the grapevine" you might want to check the information to make sure it is accurate. As you just saw, sometimes information changes when it is passed from person to person.



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Lesson 5: A Scavenger Hunt
JobLink

**Project**

**Group Question**

**Possible Sources**

**My Answer**

Lesson 5- A Scavenger Hunt
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**Handout 25**

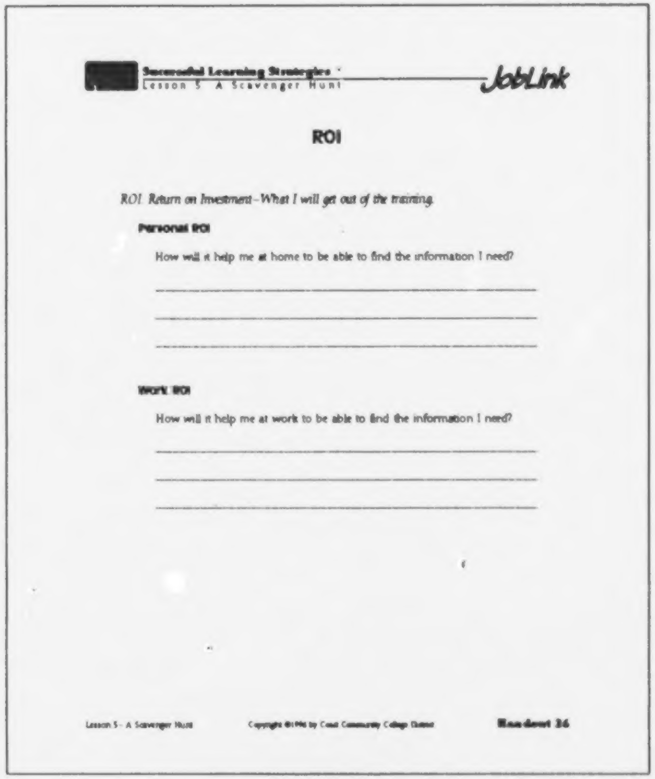
**Handout 25, Transparency 11**

## Activities

### Third Activity: 20 minutes

(H-25, T-11)
Handout
Transparency

1. **Mix** participants into different groups of 4 to 5.
2. **Place** the "Project" on the overhead projector.
3. **Distribute** the "Project" to each participant.
4. **Explain** that each group is to come up with a single work-related question whose answer is of interest to the group.
5. Each group is then to (a) word its question so that everyone understands the question and (b) write it down on the handout. *(Remember the 5 Ws.)*
6. **Group** participants are then to share their ideas about information sources they might consult to find the answer to their question. These sources could then be listed on the handout.
7. Between now and the next class each participant is to try to find the answer to the group question and **write** on the handout both the answer and the sources used.



# ROI

*ROI: Return on Investment–What I will get out of the training.*

**Personal ROI**

How will it help me at home to be able to find the information I need?

___

___

___

**Work ROI**

How will it help me at work to be able to find the information I need?

___

___

___

**Handout 26**

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# Activities

## Ending: 10 minutes

1. **Review** information sources in the workplace.
2. **Distribute** and have students fill out the "ROI".
3. **Remind** participants to bring the completed "Project" handout to the next class.
4. **Distribute** an index card to each participant.
5. **Ask** each participant to write on the index card one idea discussed today that will be helpful on the job.
6. **Collect** index cards.
7. **Wish** the participants a good week and **say** good-bye.

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# Successful Learning Strategies

## Gearing Up for Training

### Lesson 6
### Troubleshooting

▼ Identifying and Ranking Errors

# Lesson Description

The computer-generated printed page and the hand-held calculator window tend to convey authenticity to output. Although we repeat the old **"garbage in/garbage out"** adage somewhat knowingly, few of us believe that we are guilty of the "garbage in" part of the process. In the types of data programs used in manufacturing environments, spelling errors are usually picked up by the computer because it recognizes only certain sequences of letters producing specialized vocabulary. Numerical errors, on the other hand, are not normally detected by the computer because of the wide range of acceptable numbers. Developing the skill to look at a computer printout and sense from the output whether something is amiss is a face-saving strategy in that the problem can be isolated and corrected before passing that printout on to another person. Is there a way to find these errors without proofreading every typed letter and number?

Identification of errors or defects at the employee's stage of the manufacturing process may improve efficiency and quality. The resulting Return on Investment (ROI) may be personal, in the form of pride, recognition, or bonuses, or it may be at the companywide level, measured by success.

Statistical Process Control (SPC) is used in manufacturing to improve quality and efficiency. By tracking defects and barriers statistically, we reduce opinions to facts and remove personal feelings and beliefs from the problem-solving process. Its many components include brainstorming, cause-and-effect analysis, and many other approaches that analyze every step of the manufacturing process to identify defects and barriers and correct problems. SPC targets the points in the process where the company benefits most from correcting errors. Most manufacturing companies incorporate some type of process control, and SPC terminology is fairly uniform. Therefore, employees may be familiar with some of the terms and concepts used in this lesson.

## Objectives

By completing this lesson, students will be able to:

1. **Identify** the consequences of entering incorrect numbers in a computer program.
2. **Locate** numerical input errors based on inaccurate output results.
3. **Apply** the concept of ROI to error detection.
4. **Add** SPC terminology to their personal workplace glossaries.
5. **Interpret** a defect tally chart.
6. **Rank** defects on a Pareto Chart and **Identify** which problems should be investigated first.

### Forms

"Posttest"
"Learner Assessment"

## Materials Needed

### Hardware

1. Overhead projector and screen
2. Transparency pens
3. Hand-held calculators

### Transparencies

"Project" (Transparency 11 for Lesson 5)
"Glossary of Terms" (Transparency 12)
"Computer Output" (Transparency 13)
"Sample Computer Output" (Transparency 14)
"Computer Printout" (Transparency 15)
"ROI" (Transparency 16)
"Tally of Defects" (Transparency 17)
"Pareto Chart" (Transparency 18)

### Handouts

"Project" (Handout 25 from Lesson 5)
"Glossary of Terms" (Handout 27)
"Computer Printout" (Handout 28)

## Materials (cont'd)

### Handouts

"ROI" (Handout 29)
"Tally of Defects" (Handout 30)
"Pareto Chart" (Handout 31)

## Classroom Set-up

### Total Time: 90 minutes

| | |
|---|---|
| Opening- Large Group | 5 min. |
| First Activity- Small Groups | 10 min. |
| Second Activity- Large Group | 5 min. |
| Third Activity- Large Group | 10 min. |
| Fourth Activity- Large Group | 10 min. |
| Fifth Activity- Small Groups | 10 min. |
| Sixth Activity- Large Group | 5 min. |
| Seventh Activity- Small Groups | 10 min. |
| Eighth Activity- Small Groups | 10 min. |
| Ending- Large Group | 15 min |

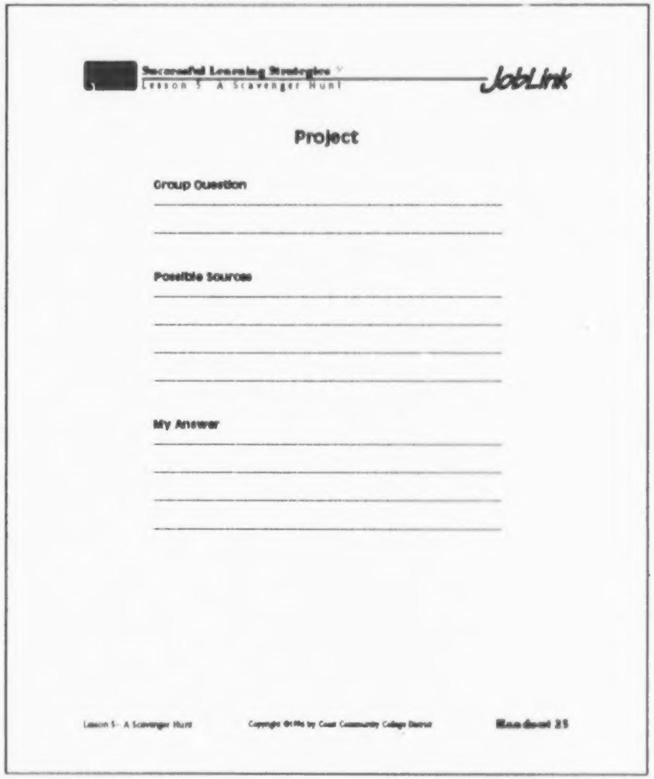
**Key** Hardware ✎ · Transparencies · Handouts · Large Group · Small Groups · Discussion · Sign-in Sheet

## *Activities*

### Opening: 5 Minutes

1. Make sure the classroom is **organized** and all materials are assembled.

2. Have name tags and sign-in sheets available for students as they enter.
3. Have students place their chairs in a circle, if possible.



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Lesson 5 A Scavenger Hunt
JobLink

**Project**

**Group Question**

________________________________________
________________________________________

**Possible Sources**

________________________________________
________________________________________
________________________________________
________________________________________

**My Answer**

________________________________________
________________________________________
________________________________________
________________________________________

Lesson 5 - A Scavenger Hunt     Copyright ©1996 by Coast Community College District     **Handout 25**

**Handout 25, Transparency 11**
**from Lesson 5**

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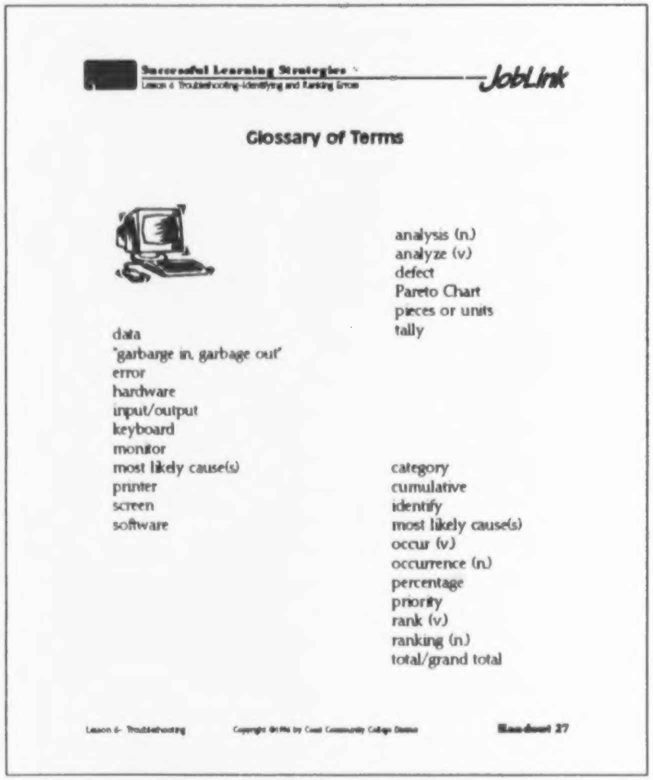
# Activities

## First Activity: 10 Minutes

1. **Divide** the class into the same small groups that formulated a work-related question during the Third Activity of the last session.

(H-28, T-11)
Handout
Transparency

2. **Place** on the overhead projector the "Project" from the last session.
3. **Instruct** the participants to take out the "Project" which was to have been completed since the last session.
4. Have group members **compare** their answers.
5. **Select** one person from each group to report a composite group answer.
6. **Select** another person from each group to list the sources used to find the answer. **Compile** a list of these sources on the transparency.
7. **Encourage** all participants to share their individual answers and sources with the entire group to "add to" their group's response.



**Glossary of Terms**

analysis (n.)
analyze (v.)
defect
Pareto Chart
pieces or units
tally

data
"garbage in, garbage out"
error
hardware
input/output
keyboard
monitor
most likely cause(s)
printer
screen
software

category
cumulative
identify
most likely cause(s)
occur (v.)
occurrence (n.)
percentage
priority
rank (v.)
ranking (n.)
total/grand total

**Handout 27, Transparency 12**

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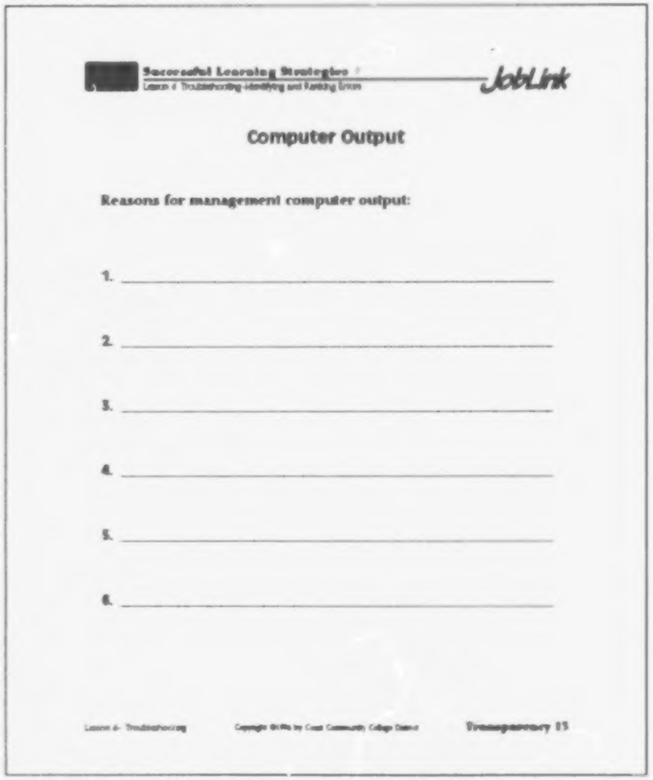
# Activities

## Second Activity: 5 Minutes

1. **Reorganize** the class into a single group for discussion.

(H-27, T-13)
Handout
Transparency

2. **Place** the "Glossary of Terms" on the overhead projector.
3. **Distribute** the "Glossary of Terms".
4. **Discuss** the computer vocabulary from the "Glossary of Terms" as needed.



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## Computer Output

**Reasons for management computer output:**

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

Transparency 13

**Transparency 13**

## ▼ *Activities*

### ▼ Third Activity: 10 Minutes

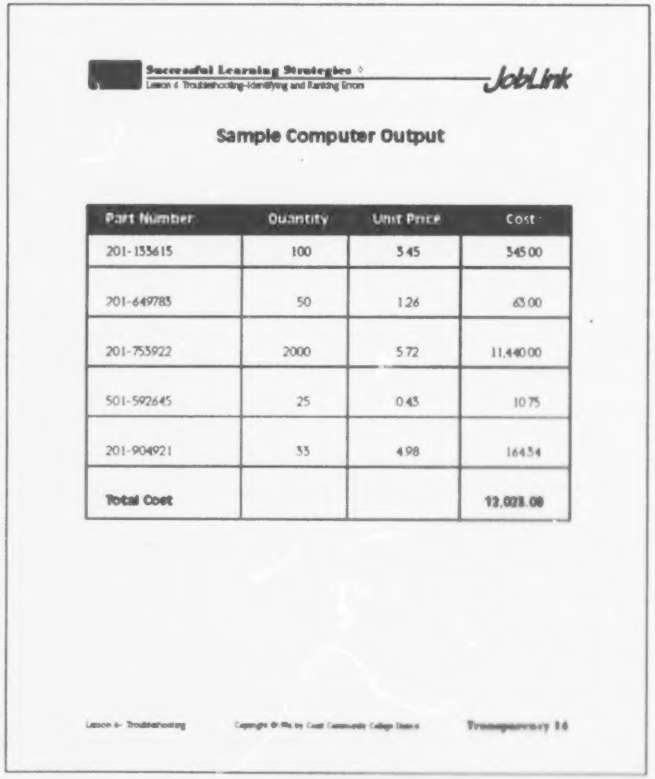
(T-13) Transparency

1. **Place** the "Computer Output" on the overhead projector.
2. **Discuss** what happens to the information after the employees input the data into the computer. Who gets it? How is it used? **Compile** a list of how the data input is used. **Write** these items on the transparency.
3. **Ask** the students why we use a computer at all. Make sure the following information is covered:

   a. The formatting of information on a computer printout makes it easier to read, easier to find specific information, and easier to compare data from different time periods.

   b. Assuming that the computer programs are valid (i.e., tested before implementation), the results of mathematical operations are error-free provided that the data entry is correct. This accuracy eliminates the need for checking the arithmetic.

   c. Information can be stored compactly both in printed form and in the computer's memory.



## Sample Computer Output

| Part Number | Quantity | Unit Price | Cost |
|---|---|---|---|
| 201-133615 | 100 | 3.45 | 345.00 |
| 201-649783 | 50 | 1.26 | 63.00 |
| 201-753922 | 2000 | 5.72 | 11,440.00 |
| 501-592645 | 25 | 0.43 | 10.75 |
| 201-904921 | 33 | 4.98 | 164.34 |
| **Total Cost** | | | **12,023.00** |

Transparency 14

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## Activities

### Fourth Activity: 10 Minutes

1. **Place** the "Sample Computer Output" on the overhead projector.
2. **Discuss** one strategy for detecting data entry errors before printout occurs.

**Strategy:** Look at a list of numbers to see if any appears to be very different from the others.

**Example 1:** In the *Part Number* column, see line 4.

**Problem:** The prefix 501 is different from all other prefixes 201. The 501 is probably (not absolutely) an error.

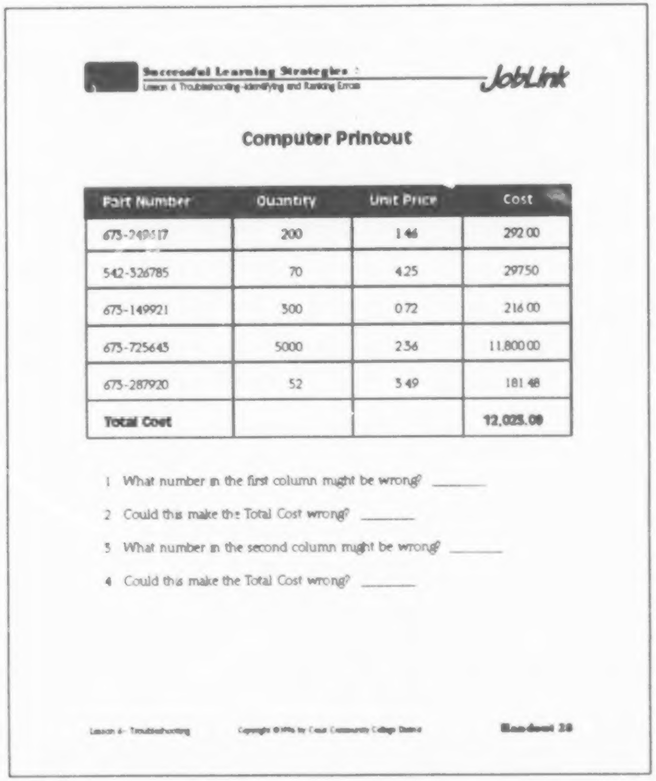
**Solution:** Check part number list to see if 501 is an acceptable prefix.

**Example 2:** In the *Quantity* column, see line 3.

**Problem:** The number 2000 is considerably larger than the other quantities. This indicates that a data entry error might have occurred.

**Solution:** Check order list to verify number.

3. **Discuss** results from errors:
   a. An error in the part number **could produce** an error in the unit price, which would also create an error in the cost.
   b. An error in the quantity **would definitely produce** an error in the cost.
   c. The total cost would have an error only if the mistakes listed above created an error in the *Cost* column. The computer will add the numbers in the *Cost* column accurately.
4. **Ask** students to identify the impact of these errors on the company (lost income, rework, lower customer satisfaction, etc.).



## Computer Printout

| Part Number | Quantity | Unit Price | Cost |
|---|---|---|---|
| 673-249617 | 200 | 1.46 | 292.00 |
| 542-326785 | 70 | 4.25 | 297.50 |
| 673-149921 | 300 | 0.72 | 216.00 |
| 673-725643 | 5000 | 2.36 | 11,800.00 |
| 673-287920 | 52 | 3.49 | 181.48 |
| **Total Cost** | | | **12,025.00** |

1 What number in the first column might be wrong? ________

2 Could this make the Total Cost wrong? ________

3 What number in the second column might be wrong? ________

4 Could this make the Total Cost wrong? ________

Handout 28, Transparency 15

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# Activities

## Fifth Activity: 10 Minutes

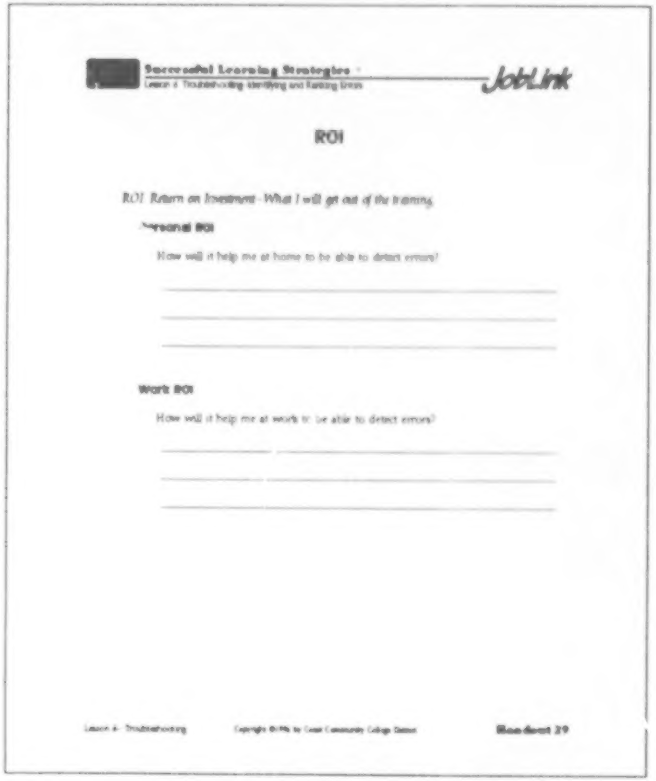
1. **Break** up into small groups of 3 or 4.

(H-28, T-15)
Handout
Transparency

2. **Place** the "Computer Printout" on overhead projector.
3. **Distribute** the "Computer Printout".
4. Have groups **discuss** (a) possible errors and (b) potential effect on total cost. It is not necessary to calculate that effect.
5. This transparency shows the impact that errors can have on a company. This does not include rework, lost production time, etc., factors that make the impact on the company even greater.

180

180



ROI

*ROI Return on Investment - What I will get out of the training*

**Personal ROI**

How will it help me at home to be able to detect errors?

**Work ROI**

How will it help me at work to be able to detect errors?

Handout 29, Transparency 16

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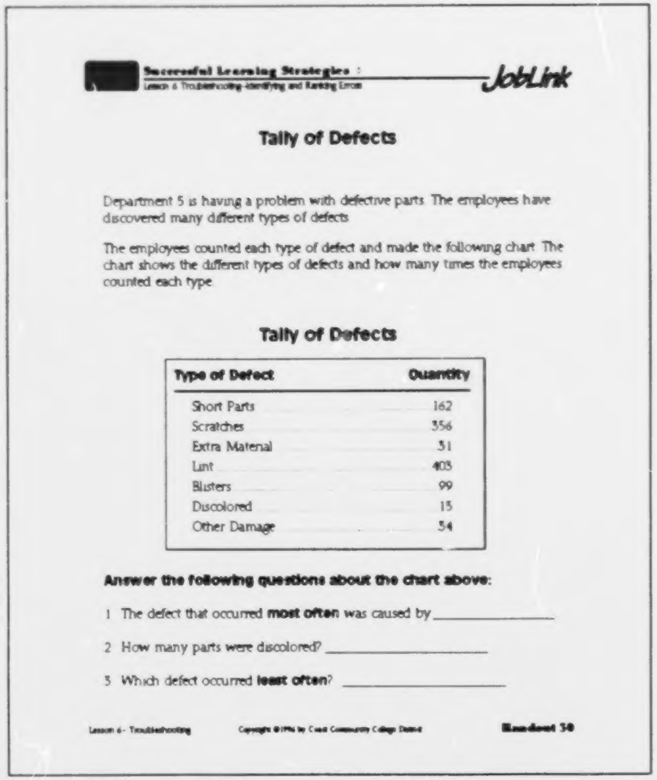
## Activities

### Sixth Activity: 5 Minutes

1. Have participants return to one large group.

(H-29, T-10) Handout Transparency

2. **Place** the "ROI" on the overhead projector.
3. **Distribute** the "ROI" to participants.
4. **Discuss** personal ROI associated with detecting errors. **Elicit** participant responses. Make sure the following are included:
    a. Avoid embarrassment
    b. Feel good about solving your own problem
    c. Save time by not having to do the report again
5. **Discuss** company ROI associated with detecting errors. **Elicit** participant responses. Make sure the following are included:
    a. Cost savings in employee time (not having to repeat report)
    b. Potential inventory savings (not ordering incorrect part)
    c. Cost savings in supervisor's time (not having to contact employee to explain error and discuss correction)
6. Have the students choose which of the items on the transparency are meaningful to them, and have them copy this information onto the ROI handout.



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Lesson 6 Troubleshooting-Identifying and Ranking Errors
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## Tally of Defects

Department 5 is having a problem with defective parts. The employees have discovered many different types of defects.

The employees counted each type of defect and made the following chart. The chart shows the different types of defects and how many times the employees counted each type.

### Tally of Defects

| Type of Defect | Quantity |
|---|---|
| Short Parts | 162 |
| Scratches | 356 |
| Extra Material | 31 |
| Lint | 403 |
| Blisters | 99 |
| Discolored | 15 |
| Other Damage | 54 |

**Answer the following questions about the chart above:**

1 The defect that occurred **most often** was caused by ________________

2 How many parts were discolored? ________________________

3 Which defect occurred **least often**? ________________________

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Handout 30, Transparency 17

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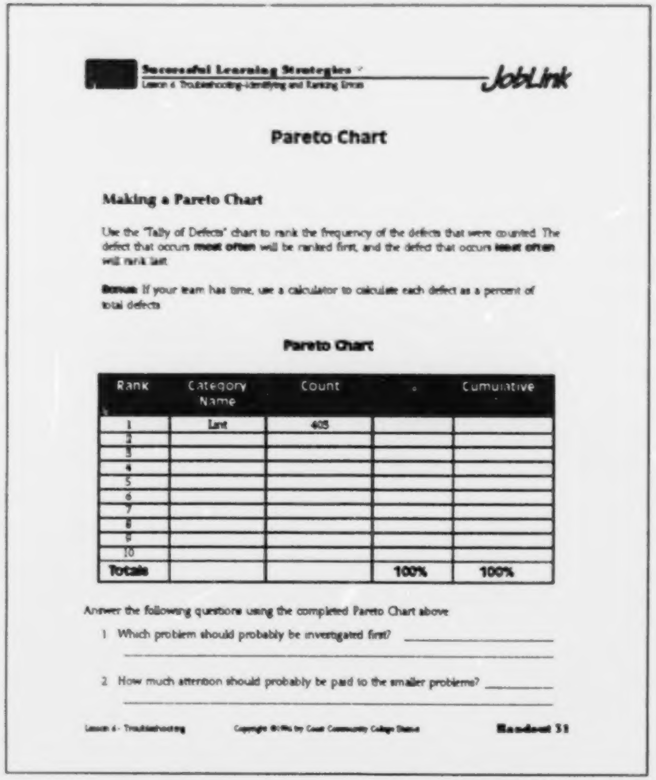
# Activities

## Seventh Activity: 10 Minutes

1. **Break up** into small groups of 3 to 4.
2. **Introduce** second section of vocabulary from "Glossary of Terms" as needed.

(H-30, T-17)
Handout
Transparency

3. **Place** the "Tally of Defects" on the overhead projector.
4. **Distribute** the "Tally of Defects" to participants.
5. First have participants read the story on the handout silently. Then read the story aloud as the participants follow along.
6. Have participants answer the questions below the chart.
7. **Check** responses and have participants correct their mistakes to make sure they are on the right track.



## Pareto Chart

### Making a Pareto Chart

Use the "Tally of Defects" chart to rank the frequency of the defects that were counted. The defect that occurs **most often** will be ranked first, and the defect that occurs **least often** will rank last.

**Bonus:** If your team has time, use a calculator to calculate each defect as a percent of total defects.

**Pareto Chart**

| Rank | Category Name | Count | [illegible] | Cumulative |
|---|---|---|---|---|
| 1 | Lint | 405 | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| **Totals** | | | **100%** | **100%** |

Answer the following questions using the completed Pareto Chart above.

1. Which problem should probably be investigated first? ____________________
2. How much attention should probably be paid to the smaller problems? __________

Handout 31, Transparency 18

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# *Activities*

## Eighth Activity: 10 Minutes

1. Keep in the same groups of 3 to 4.

2. **Introduce** third section of vocabulary from "Glossary of Terms" as needed.

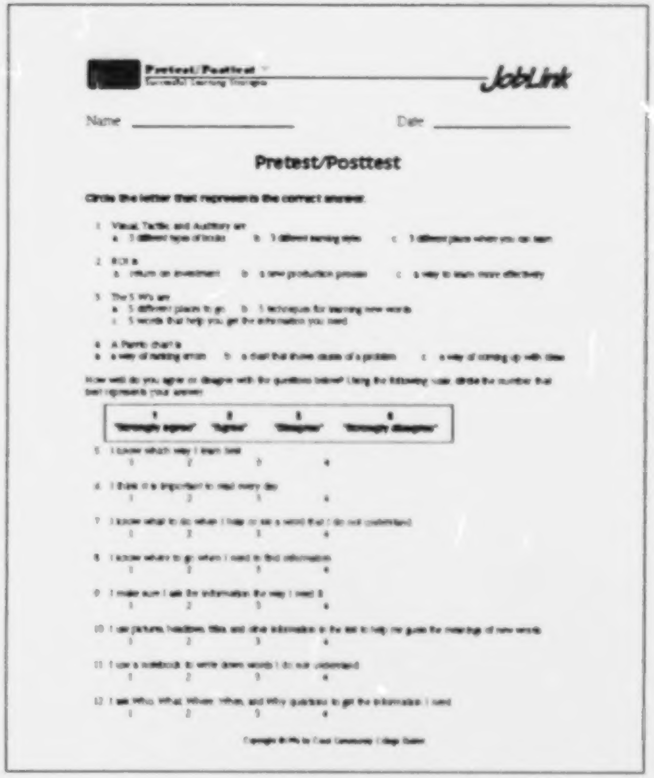
H-21, T-18
Handout
Transparency

3. **Place** the "Pareto Chart" on the overhead projector.

4. **Distribute** the "Pareto Chart" to participants.

5. Have participants in each group work together to rank each defect according to frequency. The defect that occurs most often will be first, and the defect that occurs least often will be last.

6. Participants are then to work together to answer the questions below the Pareto Chart.



Pretest/Posttest
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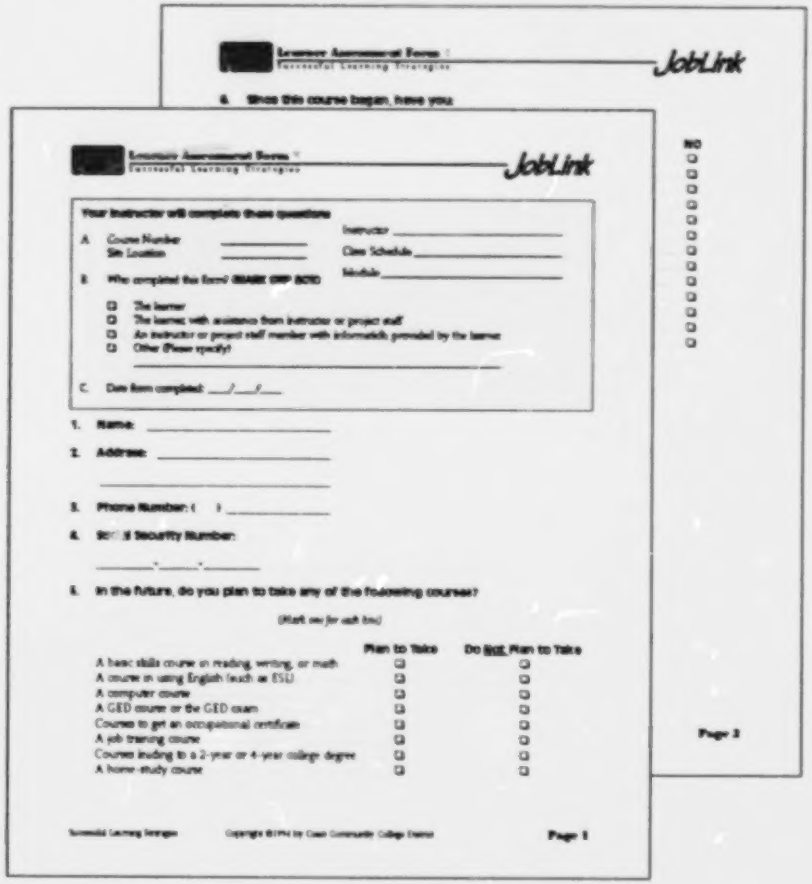
Name ____________ Date ____________

Pretest/Posttest

**Circle the letter that represents the correct answer.**

**Form**



Learner Assessment Form
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6. Since this course began, have you

NO

Page 2

Learner Assessment Form
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**Your instructor will complete these questions**

A. Course Number ____________ Instructor ____________
Site Location ____________ Class Schedule ____________
Module ____________

B. Who completed this form? (MARK ONE BOX)

☐ The learner
☐ The learner with assistance from instructor or project staff
☐ An instructor or project staff member with information provided by the learner
☐ Other (Please specify) ____________

C. Date form completed: ___/___/___

1. **Name:** ____________
2. **Address:** ____________
3. **Phone Number:** ( ) ____________
4. **Social Security Number:** ______-_____-______
5. **In the future, do you plan to take any of the following courses?**

(Mark one for each line)

| | Plan to Take | Do NOT Plan to Take |
|---|---|---|
| A basic skills course in reading, writing, or math | ☐ | ☐ |
| A course in using English (such as ESL) | ☐ | ☐ |
| A computer course | ☐ | ☐ |
| A GED course or the GED exam | ☐ | ☐ |
| Courses to get an occupational certificate | ☐ | ☐ |
| A job training course | ☐ | ☐ |
| Courses leading to a 2-year or 4-year college degree | ☐ | ☐ |
| A home-study course | ☐ | ☐ |

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**Form**

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# Activities

## Ending: 15 Minutes

1. Have participants return to one large group.
2. **Distribute** the "Pretest/Posttest" and allow participants time to complete.
3. **Discuss** answers to the "Posttest" and collect completed tests.
4. **Distribute** "Learner Assessment" Forms and allow participants time to complete.
5. **Collect** "Learner Assessment" Forms.
6. Tell participants how much you have enjoyed working with them.
7. Wish participants well in their future endeavors.

**Pretest/Posttest ▼**
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Name ____________________  Date ____________________

# Pretest/Posttest

**Circle the letter that represents the correct answer.**

1. Visual, Tactile, and Auditory are:
   a. 3 different types of books. b. 3 different learning styles. c. 3 different places where you can learn.
2. ROI is:
   a. return on investment. b. a new production process. c. a way to learn more effectively.
3. The 5 W's are:
   a. 5 different places to go. b. 5 techniques for learning new words.
   c. 5 words that help you get the information you need.
4. A Pareto chart is :
   a. a way of ranking errors. b. a chart that shows causes of a problem. c. a way of coming up with ideas.

How well do you agree or disagree with the questions below? Using the following scale, **circle** the number that best represents your answer:

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| **"Strongly agree"** | **"Agree"** | **"Disagree"** | **"Strongly disagree"** |

5. I know which way I learn best.
   1 2 3 4
6. I think it is important to read every day.
   1 2 3 4
7. I know what to do when I hear or see a word that I do not understand.
   1 2 3 4
8. I know where to go when I need to find information.
   1 2 3 4
9. I make sure I ask for information the way I need it.
   1 2 3 4
10. I use pictures, headlines, titles, and other information in the test to help me guess the meanings of new words.
    1 2 3 4
11. I use a notebook to write down words I do not understand.
    1 2 3 4
12. I ask Who, What, Where, When, and Why questions to get the information I need.
    1 2 3 4

# Learner Enrollment Form ▼

Successful Learning Strategies

**JobLink**

Instructor ____________________
Class Schedule ____________________
Module ____________________

**Your instructor will complete these questions**

A Course Number ____________
Site Location ____________

B Who completed this form?
**(MARK ONE BOX)**

- ☐ The learner
- ☐ The learner, with assistance from instructor or project staff
- ☐ An instructor or project staff member with information provided by the learner
- ☐ Other (Please specify)

____________________
____________________

C. Date form completed: ___/___/___

**Name:** ____________________

**2. Address:** ____________________
____________________

**3. Phone Number: (   )**____________________

**4. Social Security Number:**
_______-______-________

**5. Age:**__________

**6. Were you born in the United States?**
☐ Yes ☐ No

**7. Sex:** ☐ Male ☐ Female

**8. Race: (Mark One Box)**

- ☐ White
- ☐ Black (African American)
- ☐ Asian or Pacific Islander
- ☐ American Indian or Alaskan Native
- ☐ Hispanic
- ☐ Other (Please specify):

____________________

**9. Is English the language that is spoken most often in your home?**
☐ Yes ☐ No

**10. How many years of school have you completed?** __________

**Of these, how many in the U.S.?** __________
**in any other country?** __________

**11. Are you a union member?**
☐ Yes– What is the name of your union?
____________________
☐ No

**12. Please rate your ability to perform each of the following activities.**

*(Please mark one response for every activity)*

| | Poor | Fair | Good | Excellent |
|---|---|---|---|---|
| Read English | ☐ | ☐ | ☐ | ☐ |
| Understand English | ☐ | ☐ | ☐ | ☐ |
| Speak English | ☐ | ☐ | ☐ | ☐ |
| Write in English | ☐ | ☐ | ☐ | ☐ |
| Work as part of a team | ☐ | ☐ | ☐ | ☐ |
| Use math | ☐ | ☐ | ☐ | ☐ |
| Solve problems/use reasoning | ☐ | ☐ | ☐ | ☐ |

**13. Do you have a job?**

- ☐ Yes, employed
- ☐ Yes, on temporary layoff

→ *Go to next page*

- ☐ No, retired
- ☐ No, not employed

→ STOP

**Thank you. You have completed this form. Please return it to your instructor.**

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**Please answer questions 14-18 for the job that allows you to take this course.**

**14. Name of company or employer:**

________________________________

**15. Job Title:**

________________________________

**16. On average, how many hours per week do you work on this job?**

______- ______ Hours per week

**17. How much do you earn at this job?**
*(Write amount and mark one box)*

$__________ ☐ Per hour ☐ Per year

**18. Do you get any of the following benefits at this job?**

*(Mark one for each line)*

| | **Yes** | **No** |
|---|---|---|
| Paid vacation | ☐ | ☐ |
| Paid sick leave | ☐ | ☐ |
| Paid holidays | ☐ | ☐ |
| Health insurance | ☐ | ☐ |

**19. How long have you worked at this job?**

______ - ______ and ______ - ______
years months

**20. At your job, do you need to do any of the following?**

*(Mark one for each line)*

| | **Yes** | **No** |
|---|---|---|
| Read instructions | ☐ | ☐ |
| Receive spoken instructions in English | ☐ | ☐ |
| Speak English | ☐ | ☐ |
| Work as part of a team | ☐ | ☐ |
| Write in English | ☐ | ☐ |
| Use math | ☐ | ☐ |
| Solve problems/use reasoning | ☐ | ☐ |

**21. Do you work at more than one job?**
☐ Yes ☐ No

**Thank you. You have completed this form. Please return it to your instructor.**

## Learner Assessment Form ▼

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**JobLink**

**Your instructor will complete these questions**

A. Course Number ____________

Site Location ____________

Instructor ____________________

Class Schedule ____________________

Module ____________________

B. Who completed this form? **(MARK ONE BOX)**

☐ The learner
☐ The learner, with assistance from instructor or project staff
☐ An instructor or project staff member with information provided by the learner
☐ Other (Please specify)

________________________________________

C. Date form completed: ___/___/___

**1. Name:** ____________________

**2. Address:** ____________________

____________________

**3. Phone Number: (    )** ____________

**4. Social Security Number:**

______-_____-______

**5. In the future, do you plan to take any of the following courses?**

*(Mark one for each line)*

| | Plan to Take | Do Not Plan to Take |
|---|---|---|
| A basic skills course in reading, writing, or math | ☐ | ☐ |
| A course in using English (such as ESL) | ☐ | ☐ |
| A computer course | ☐ | ☐ |
| A GED course or the GED exam | ☐ | ☐ |
| Courses to get an occupational certificate | ☐ | ☐ |
| A job training course | ☐ | ☐ |
| Courses leading to a 2-year or 4-year college degree | ☐ | ☐ |
| A home-study course | ☐ | ☐ |

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## Since this course began, have you:

*(Mark one for each line)*

| | YES | NO |
|---|---|---|
| Learned what you wanted to learn in this course? | ☐ | ☐ |
| Changed your educational or career goals? | ☐ | ☐ |
| Had more responsibility added to your job? | ☐ | ☐ |
| Moved to a shift you prefer? | ☐ | ☐ |
| Switched from part-time to full-time? | ☐ | ☐ |
| Received a pay raise? | ☐ | ☐ |
| Been promoted? | ☐ | ☐ |
| Received an award, bonus, or other special recognition on your job? | ☐ | ☐ |
| Received your GED? | ☐ | ☐ |
| Applied for a new job? | ☐ | ☐ |
| Started a new job at another company? | ☐ | ☐ |
| Been laid off? | ☐ | ☐ |
| Left your job for any other reason? (Please Specify) | ☐ | ☐ |

________________________________________

## 7. Please rate your ability to perform each of the following activities.

*(Please mark one response for every activity)*

| | Poor | Fair | Good | Excellent |
|---|---|---|---|---|
| Read English | ☐ | ☐ | ☐ | ☐ |
| Understand English | ☐ | ☐ | ☐ | ☐ |
| Speak English | ☐ | ☐ | ☐ | ☐ |
| Write in English | ☐ | ☐ | ☐ | ☐ |
| Work as part of a team | ☐ | ☐ | ☐ | ☐ |
| Use math | ☐ | ☐ | ☐ | ☐ |
| Solve problems/use reasoning | ☐ | ☐ | ☐ | ☐ |

**Thank you. You have completed this form.
Please return it to your instructor.**

# Getting to Know You

**Find someone in class who:**

Has to read work orders at work. ______________________

Had to learn something new on the job in the last 6 months. ______________________

Has to write notes at work. ______________________

Has to use the computer at work. ______________________

Is on a team at work. ______________________

Goes to school. ______________________

Wants to learn a new job at work. ______________________

Had to make a presentation at work. ______________________

Has changed jobs in the last year. ______________________

# Learning Styles

A *learning style* means the way an individual likes to learn. A person's learning style is influenced by nature and environment. Three learning styles which we will discuss today are:

1. Visual Learners

2. Auditory Learners

3. Tactile Learners

# Adult Learning Style Profile

**Directions:** Read each statement. Place a 1, 3, or 5 in the box at the end of the statement:

**1** Indicates least like you

**3** Indicates somewhat like you

**5** Indicates a lot like you

Work quickly- do not sit and ponder. **There are no right or wrong answers.**

______1. I'm good at remembering things I hear or that people tell me.

______2. I like to read and usually read a lot.

______3. I notice that I often bear down extremely hard with pen or pencil when writing.

______4. I often find diagrams, graphs, and charts difficult to understand.

______5. I do better at following directions if I read them, not just hear them.

______6. I enjoy doing work/sewing or woodworking or working on machines.

______7. I like group-type projects which allow for lots of discussion and exchange of ideas.

______8. Graphs, charts, and diagrams help me to understand the subject/presentation.

______9. I notice that I often handle objects such as coins, keys, or pencils while studying, reading, listening, or talking.

____10. I understand academic subjects better when listening to lectures or tapes.

____11. I remember best by taking notes in classes/meetings; making lists of things to do.

____12. I notice that I like to have snacks or drinks available or chew gum or smoke while studying or working.

____13. I find that I can spell difficult works if I "sound them out."

____14. I'm good at using maps to find places.

____15. I like classroom or work projects where I can create/make things or build models.

____16. I enjoy attending and listening to a good lecture/speech play or drama.

____17. I enjoy spending time reading or looking through magazines, books and newspapers.

____18. I exercise regularly by doing aerobics, jogging, walking or participating in sports activities.

____19. To solve a problem/difficult situation, I need/like to talk it over/discuss it with others.

# Adult Learning Style Profile
## (continued)

____20. It helps me to spell difficult words if I write them down or see them in print.
____21. I feel comfortable in physical contact of touching others, hugging, and handshaking.
____22. I'm good at remembering and following oral directions.
____23. I am good at working and solving jigsaw puzzles and mazes.
____24. I enjoy sight-seeing and visiting new places.
____25. I enjoy music: singing, listening, going to musicals or concerts.
____26. I'm good at researching topics articles or stories and/or writing reports.
____27. I doodle during meetings, lectures, or while listening on the phone.
____28. I read aloud/whisper to myself when trying to understand new or difficult material.
____29. I'm good at doing layout and design work: formatting drawing, sketching and coloring.
____30. I like working with computers or other electronic technology for learning/working.

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# Inventory Scoring

1. *Put the point value number (1, 3, 5) on the line next to its corresponding item number.*
2. *Add each column to get your total score under each heading.*

1 point = Seldom
3 points = Sometimes
5 points = Often

| **AUDITORY** | | **VISUAL** | | **TACTILE** | |
|---|---|---|---|---|---|
| **No. of Pts.** | | **No. of Pts.** | | **No. of Pts.** | |
| 1. | ______ | 2. | ______ | 3. | ______ |
| 4. | ______ | 5. | ______ | 6. | ______ |
| 7. | ______ | 8. | ______ | 9. | ______ |
| 10. | ______ | 11. | ______ | 12. | ______ |
| 13. | ______ | 14. | ______ | 15. | ______ |
| 16. | ______ | 17. | ______ | 18. | ______ |
| 19. | ______ | 20. | ______ | 21. | ______ |
| 22. | ______ | 23. | ______ | 24. | ______ |
| 25. | ______ | 26. | ______ | 27. | ______ |
| 28. | ______ | 29. | ______ | 30. | ______ |
| | ______ | | ______ | | ______ |
| | **Total** | | **Total** | | **Total** |

# Inventory Scoring
## (continued)

*Copy your highest, second highest, and lowest scores below:*

Scores: _____ - _____ - _____
Highest Second Lowest

### Your Learning Style Profile

"Style Letters": _____ - _____ - _____

**Example:**

38 - 34 - 28
V T A

# Learning Styles Suggestions

If you are a **visual learner** (learn by seeing):

1. Write things down because you remember them better that way.
2. Look at a person when he or she is talking.
3. It is better for you to work in a quiet place, and usually by yourself.
4. Use color highlighters to mark important information.
5. Write vocabulary words on index cards in color, and study the information.

If your supervisor gives you oral directions that you do not completely understand, consider asking him/her to write the directions down for you. You might say: "I didn't understand everything you said. Could you write it down for me?"

If you are an **auditory learner** (learn by hearing and discussing):

1. Try working with a friend so you can talk over information.
2. Make tape cassettes of information and listen to them.
3. Read information aloud to yourself.
4. Write vocabulary or other information on index cards in color, and read aloud.
5. Recite aloud the things you want to remember.

If your supervisor gives you written directions and after reading them you still do not understand, you could ask him or her to discuss the information with you. You might say: "I read the information, but I don't clearly understand these directions. Could you tell me what you want?"

If you are a **tactile learner** (learn by doing):

1. When trying to learn something, walk around while saying the information to yourself.
2. When trying to memorize information, try closing your eyes and writing the information in the air.
3. When you get job information in writing, look at the pictures and the section headings before reading the whole thing.
4. When you are in a meeting, cross your legs or jiggle your foot. You may even want to squeeze a tennis ball or nerf ball when listening to someone speak.
5. You probably like to have quiet music playing when you are working.

If your supervisor gives you directions orally or in writing and you do not clearly understand, you could ask him or her to show you what the directions mean. You might say: "I don't completely understand the directions. Could you show me what you mean?"

# ROI

*ROI: Return on Investment–What I will get out of the training.*

## Personal ROI

How will it help me at home to know how to learn?

________________________________________

________________________________________

________________________________________

## Work ROI

How will it help me at work to know how to learn?

________________________________________

________________________________________

________________________________________

Name: ____________________

# Book Information and Evaluation

**Title:** ____________________

**Author:** ____________________

**Copyright Date:** ____________________

**Subject:** ____________________

Evaluation:

*(Check 1)* This book seems ☐ interesting ☐ not interesting.

*(Circle 1)* This book's reading level is:

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| Too Easy | | Easy | | | Just right | | Hard | | | Too hard |

Thoughts about this book: ____________________

____________________

____________________

____________________

____________________

Name: ________________________

# Questionnaire

*Please write "Yes" or "No" in the blanks:*

1. The main point of reading is to understand meaning. _____
2. Using pictures, headlines, and titles and other information in the text can help us guess meanings of new words. _____
3. Reading for fun and interest is the best way to improve reading comprehension, vocabulary, writing, grammar, and spelling. _____
4. Your previous knowledge and experience about a subject can help you read better and faster. _____
5. Reading for 10 minutes every day is better than 1 hour every week. _____
6. Reading more in your first language will help you improve your reading in a second language. _____
7. Good readers guess or predict what is going to happen next in the story. _____

# Explanations of Questionnaire

*All of the answers to question 1-7 are "Yes":*

1. Reading means understanding the ideas in the text. It is not just saying the sounds or works, but getting the meaning that is important. It is more important to try to understand the main ideas than to understand every word.
2. When you come to a word that you don't know, try guessing the meaning from the rest of the information on the page. Use pictures, headlines, charts, and other sentences to try to figure out the words you don't understand. This is called "using the context". Looking up every new word in the dictionary slows you down and makes it more difficult to understand the meaning. Only look a word up in the dictionary **after** you have used the context. You might also ask another person about the meaning before using the dictionary, so that you can keep going and focus on the main ideas. Let the story lead you into as much meaning as possible.
3. Reading a lot of easy, fun things will help you learn more new words than if you read a few difficult things. If you are interested in what you are reading, you'll naturally learn vocabulary and spelling from it. Reading and writing work together. If you write immediately after you read, you can use the new information in your writing. Research has also shown that reading for interest is also the best way to improve grammar.
4. The more you know about something, the faster you can read about it, and the more you will understand of what you read. Experience and background knowledge helps you to read better. And the more subjects you are familiar with, the better and faster you will be able to read.
5. It is better to read for 10 minutes each day than 70 minutes once a week. Frequency is more important than duration.
6. It is important to keep reading in your first language. It gives more background knowledge, as well as language structure. This will help you to improve your reading in a second language.
7. Guessing or predicting helps you stay involved with the meaning of the text. It also provides a context from which to check your understanding of new words and meanings.

Name: ____________________

# Reading ROI

If you improve your reading by investing consistent time and using the strategies you've just learned, what do you think will be the return on your investment for you personally? For your company?

| Personal ROI | Company ROI |
|---|---|
| 1. ____________________ | 1. ____________________ |
| 2. ____________________ | 2. ____________________ |
| 3. ____________________ | 3. ____________________ |
| 4. ____________________ | 4. ____________________ |
| 5. ____________________ | 5. ____________________ |

What kind of reading investment are you willing to make to help yourself and your company achieve a greater return on both of your investments? **(See Handout 11)**

Name: ____________________

# Commitment

I understand reading 10 minutes a day will improve my reading and provide a return on investment for me personally and for my company. Therefore, I will read 10 minutes a day for ______ days each week.

Signed: ________________
(Student Signature)

# List of Orange County Libraries

| Library Branch | Address | Phone Number |
|---|---|---|
| Brea | 1 Civic Center Drive | (714) 671-1722 |
| Costa Mesa | 1855 W. Park Ave.<br>2969 Mesa Verde Dr. East | (714) 646-8845<br>(714) 546-5274 |
| Crown Valley | 30341 Crown Valley Pkwy. | (714) 249-5252 |
| Cypress | 5331 Orange Ave. | (714) 826-0350 |
| Dan Niguel | 33841 Niguel Rd. | (714) 496-5517 |
| El Toro/Lake Forest | 24672 Raymond Way | (714) 855-8173 |
| Fountain Valley | 17635 Los Alamos | (714) 968-9196 |
| Garden Grove | 11200 Standford Ave.<br>11962 Bailey<br>9182 Chapman Ave. | (714) 530-0711<br>(714) 897-2594<br>(714) 539-2115 |
| Irvine | 14361 Yale Ave.<br>4512 Sandburg Way | (714) 551-7151<br>(714) 786-4001 |
| Laguna Beach | 363 Glenneyre | (714) 497-1733 |
| La Habra | 221 E. La Habra B. | (714) 526-7728 |
| La Palma | 7842 Walker | (714) 523-8585 |
| Los Alamitos | 12700 Montecito Rd., Seal Beach | (310) 430-1048 |
| Mission Viejo | 24851 Christanta Dr. | (714) 830-7100 |
| Rancho Santa Marguerita | 30903 La Promesa | (714) 459-6094 |
| San Clemente | 242 Avenida Del Mar | (714) 492-3493 |
| San Juan Capistrano | 31495 El Camino Real | (714) 493-1752 |
| Santa Ana (City Library) | 26 Civic Center Plaza | (714) 547-5250 |
| Seal Beach | 707 Electric Ave. | (310) 431-3584 |
| Silverado | 28192 Silverado Canyon Rd. | (714) 649-2216 |
| Stanton | 7850 Katella Ave. | (714) 898-3302 |
| Tustin | 345 E. Main | (714) 544-7725 |
| Villa Park | 17865 Santiago Blvd. | (714) 998-0861 |
| Westminster | 8180 13th | (714) 893-5057 |

*This is not a complete list of all Public Libraries. There are also city and school libraries that you can use at no charge. For more information look in your local telephone directory.*

Which library is closest to you?______________________________

Do you have a library card? **Yes** **No**

Does your company have a library? **Yes** **No**

If yes, where is it located?______________________________

*Every student who brings proof of a new library card or a newly check out book (from either local or company library) will receive a gift as a return on investment "ROI".*

BEST COPY AVAILABLE

# An Assortment Of Books
## (Multi-Level)

| | |
|---|---|
| *The Education of Little Tree* | Forrest Carter |
| *Year of the Boar and Jackie Robinson* | Bette Bao Lord |
| *House on Mango Street* | Sandra Cisneros |
| *The Maldonado Miracle* | Theodore Taylor |
| *The Cay* | Theodore Taylor |
| *Maria* | Theodore Taylor |
| *Onion Tears* | Diana Kidd |
| *The Empty Pot* | Demi |
| *Paradise of the Blind* | Duong Thu Huong |
| *The Rainbow People* | Lawrence Yep |
| *Folk Stories of the Hmong* | Norma Livo and Dia Cha |
| *Any Book!* | Dr. Seuss |
| *Tuesday* | David Weisner |
| *Alexander and The Terrible, Horrible, No Good, Very Bad Day* | Judith Viorst |
| *Molly's Pilgrim* | Barbara Cohen |
| *Baseball in April* | Gary Soto |
| *El Guero: A True Adventure Story* | Elizabeth Borton de Trevino |
| *Number the Stars* | Lois Lowry |
| *Roll of Thunder, Hear My Cry* | Mildred Taylor |
| *Where the Redfern Grows* | Wilson Rawls |

Name: ____________________

# Accountability
## (The following week)

I have read 10 minutes a day this week, for the number of times I committed to last week:

**Yes** **No**

If no, how many times did you read? __________

Next week, I will read for 10 minutes a day _________ times.

Signed: ____________________
(Student Signature)

# Word Links

## Example: expiration

| Part | Meaning | Other Links |
|---|---|---|
| ex- | "out, out of; from; beyond" | exit ("to go out");<br>exceed ("go beyond");<br>excavate ("to dig out") |
| -pir- | "to breathe" (from *spirare*) | spirit ("a breath"); respiratory ("breathing") conspire ("breath together"); perspire ("breath through") |
| -ation | "the action or process of" | organization; participation |

## Example: rejection

| Part | Meaning | Other Links |
|---|---|---|
| re- | "back" | recover ("to get back');<br>reverse ("to turn back") |
| -ject- | "to throw" (from *jectus*) | inject; subject |
| -tion | "the action or process of" | injection; subjection; dejection |

Can you name other words you know that are related to these links? Try to come up with one for each:

**Part** **Word(s)**

ex- ______________________

-pir- (-spir-) ______________________

-ation (-tion) ______________________

re- ______________________

-ject- ______________________

# Blue Group

In your dictionary, find ten states of the United States. Write down the names of the states and their capitals.

| | State | Capital |
|---|---|---|
| 1. | ______ | ______ |
| 2. | ______ | ______ |
| 3. | ______ | ______ |
| 4. | ______ | ______ |
| 5. | ______ | ______ |
| 6. | ______ | ______ |
| 7. | ______ | ______ |
| 8. | ______ | ______ |
| 9. | ______ | ______ |
| 10. | ______ | ______ |

On which pages in your dictionary did you find the names of the states?

Write down the page numbers. page ______ to page ______.

# Pink Group

Work with the members of your group to find the information. Make sure you understand it and can explain it to your home group. In your dictionary, find the section which tells about measurement.

**Write down the equivalent measure for each of the following:**

1. 1 pint = ________ cups
2. 1 foot = ________ inches
3. 1 quart = ________ pints
4. 1 gallon = ________ quarts
5. 1 meter = ________ inches
6. 1 pound = ________ ounces
7. 1 gram = ________ ounces
8. 1 centimeter = ________ inches
9. 1 meter = ________ yards
10. 1 kilo = ________ pounds

On which pages in your dictionary did you find the measurements?

Write down the page numbers. page ______ to page ______.

# Yellow Group

In your dictionary, find the definitions of the following words:

1. manufacturing

   ______________________________
   ______________________________
   ______________________________

2. welding

   ______________________________
   ______________________________
   ______________________________

3. soldering

   ______________________________
   ______________________________
   ______________________________

4. assembling

   ______________________________
   ______________________________
   ______________________________

# Green Group

In your dictionary, find the definitions of the following words:

1. hazardous

___

___

___

2. waste

___

___

___

3. flammable

___

___

___

4. caution

___

___

___

# Using Your Dictionary
# Home Group

## White Handout

1. Write down the names of three states and their capitals.

| State | Capital |
|---|---|
| ____________________ | ____________________ |
| ____________________ | ____________________ |
| ____________________ | ____________________ |

2. Write the equivalent measure for each of the following:

1 foot = __________ inches

1 meter = __________ yards

1 quart = __________ pints

3. Write the definitions of the following words:

hazardous ________________________________________

________________________________________

welding ________________________________________

________________________________________

4. How many Presidents of the United States were named "John"? __________

5. How many Presidents has the United States had? __________

# Work Words

Find 5 words in the workplace that you do not know already. Write them down on this sheet and find out what the definitions are.

**Word #1** ____________________

Definition: ____________________

____________________

____________________

**Word #2** ____________________

Definition: ____________________

____________________

____________________

**Word #3** ____________________

Definition: ____________________

____________________

____________________

**Word #4** ____________________

Definition: ____________________

____________________

____________________

**Word #5** ____________________

Definition: ____________________

____________________

____________________

# ROI

*ROI: Return on Investment–What I will get out of the training.*

## Personal ROI

How will it help me at home to know more words and be able to spell them?

______________________________

______________________________

______________________________

## Work ROI

How will it help me at work to know more words and be able to spell them?

______________________________

______________________________

______________________________

# The Bottle

In December 1979 Dottie and John Peckham, a Los Angeles couple, went to Hawaii on vacation. They traveled by ship.

Some people on the ship threw bottles into the ocean. Each bottle had a piece of paper in it. On each piece of paper were a name, an address, and a message: "If you find this bottle, write to us."

Mrs. Peckham wanted to throw a bottle into the ocean, too. She wrote her name and address on a piece of paper. She put the piece of paper and one dollar into a bottle. She put the cap on the bottle and threw the bottle into the water.

Three years later and 24,139 miles (15,000 kilometers) away, Hoa Van Nguyen was on a boat, too. But Mr. Nguyen was not on vacation. He was a refugee from Vietnam. Mr. Nguyen, his brother, and 30 other people were going to Thailand in a small boat. The boat was in the Gulf of Thailand.

There wasn't any drinking water in the boat, and Hoa was thirsty. He saw a bottle in the sea. The bottle was floating near the boat. "What's in the bottle? Maybe I can drink something," he thought. Hoa took the bottle out of the sea and opened it. There wasn't any drinking water in the bottle, but there was a dollar bill. There was also a piece of paper. There was a name and an address on the paper. The name was Peckham. The address was in Los Angeles, California.

Hoa and his brother arrived at the refugee camp in Thailand. Hoa used the dollar; he bought an aerogram and wrote a letter to Mrs. Peckham. "We received a floating mailbox by a bottle on the way from Vietnam to Thailand," Hoa wrote. "Now we send a letter to the boss and we wish you will answer us."

Hoa's English was not perfect, but Mrs. Peckham understood it. She answered Hoa's letter. Hoa wrote another letter, and she answered it, too. For two years Hoa and Mrs. Peckham wrote back and forth. Hoa got married at the camp. The Peckhams congratulated him. Hoa and his wife had a baby boy. The Peckhams sent them money. Finally Hoa asked the Peckhams, "Will you help me and my family? We want to come to the United States."

On April 23, 1985 Hoa Van Nguyen, his wife, their baby, and Hoa's brother arrived at Los Angeles International Airport. Dottie and John Peckham were at the airport. The Nguyens and the Peckhams met at the airport and they all began to cry. Their tears were tears of happiness. "Welcome to the United States of America," Mrs. Peckham said.

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# The 5 Ws Chart

| Who? | What? (a verb-action) | Where? | When? | Why? |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

# The 5 Ws

While you are at work this week, think of two questions that you want or need to ask. Ask those questions, and write down the questions and the answers below. Make sure you include "Who?," "What?," "Where?," "When?," and "Why?"

**Question #1** ______________________

______________________

______________________

**Answer to Question #1**

Who? ______________________
What? ______________________
Where? ______________________
When? ______________________
Why? ______________________

**Question #2** ______________________

______________________

______________________

**Answer to Question #2**

Who? ______________________
What? ______________________
Where? ______________________
When? ______________________
Why? ______________________

# ROI

*ROI: Return on Investment–What I will get out of the training.*

## Personal ROI

How will it help me at home to be able to ask the right kind of questions?

________________________________________________

________________________________________________

________________________________________________

## Work ROI

How will it help me at work to be able to ask the right kind of questions?

________________________________________________

________________________________________________

________________________________________________

# Questions

**List places you might go to find answers to these questions.**

1. **Which supermarket has the cheapest price on ground beef?**

   ________________________________________

2. **How hard is the citizenship test?**

   ________________________________________

3. **When do I register my child for school?**

   ________________________________________

4. **What kind of health insurance do I have at work?**

   ________________________________________

5. **If I cut my finger at work, do I need to tell someone?**

   ________________________________________

6. **How much profit did my company make last year?**

   ________________________________________

# Project

**Group Question**

**Possible Sources**

**My Answer**

# ROI

*ROI: Return on Investment–What I will get out of the training.*

## Personal ROI

How will it help me at home to be able to find the information I need?

## Work ROI

How will it help me at work to be able to find the information I need?

# Glossary of Terms

data
"garbarge in, garbage out"
error
hardware
input/output
keyboard
monitor
most likely cause(s)
printer
screen
software

analysis (n.)
analyze (v.)
defect
Pareto Chart
pieces or units
tally

category
cumulative
identify
most likely cause(s)
occur (v.)
occurrence (n.)
percentage
priority
rank (v.)
ranking (n.)
total/grand total

# Computer Printout

| Part Number | Quantity | Unit Price | Cost |
|---|---|---|---|
| 673-249617 | 200 | 1.46 | 292.00 |
| 542-326785 | 70 | 4.25 | 297.50 |
| 673-149921 | 300 | 0.72 | 216.00 |
| 673-725643 | 5000 | 2.36 | 11,800.00 |
| 673-287920 | 52 | 3.49 | 181.48 |
| **Total Cost** | | | **12,023.09** |

1. What number in the first column might be wrong? ________
2. Could this make the Total Cost wrong? ________
3. What number in the second column might be wrong? ________
4. Could this make the Total Cost wrong? ________

# ROI

*ROI: Return on Investment–What I will get out of the training.*

## Personal ROI

How will it help me at home to be able to detect errors?

________________________________________

________________________________________

________________________________________

## Work ROI

How will it help me at work to be able to detect errors?

________________________________________

________________________________________

________________________________________

# Tally of Defects

Department 5 is having a problem with defective parts. The employees have discovered many different types of defects.

The employees counted each type of defect and made the following chart. The chart shows the different types of defects and how many times the employees counted each type.

## Tally of Defects

| Type of Defect | Quantity |
|---|---|
| Short Parts | 162 |
| Scratches | 356 |
| Extra Material | 31 |
| Lint | 403 |
| Blisters | 99 |
| Discolored | 15 |
| Other Damage | 34 |

**Answer the following questions about the chart above:**

1. The defect that occurred **most often** was caused by __________________.
2. How many parts were discolored? __________________
3. Which defect occurred **least often**? __________________

# Pareto Chart

## Making a Pareto Chart

Use the "Tally of Defects" chart to rank the frequency of the defects that were counted. The defect that occurs **most often** will be ranked first, and the defect that occurs **least often** will rank last.

**Bonus:** If your team has time, use a calculator to calculate each defect as a percent of total defects.

### Pareto Chart

| Rank | Category Name | Count | % | Cumulative % |
|---|---|---|---|---|
| 1 | Lint | 403 | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| **Totals** | | | **100%** | **100%** |

Answer the following questions using the completed Pareto Chart above:

1. Which problem should probably be investigated first? ____________________
____________________________________________

2. How much attention should probably be paid to the smaller problems? __________
____________________________________________

# Getting to Know You

**Find someone in class who:**

Has to read work orders at work. ______________________________

Had to learn something new on the job in the last 6 months. ______________________________

Has to write notes at work. ______________________________

Has to use the computer at work. ______________________________

Is on a team at work. ______________________________

Goes to school. ______________________________

Wants to learn a new job at work. ______________________________

Had to make a presentation at work. ______________________________

Has changed jobs in the last year. ______________________________

# Learning Styles

A *learning style* means the way an individual likes to learn. A person's learning style is influenced by nature and environment. Three learning styles which we will discuss today are:

1. Visual Learners

2. Auditory Learners

3. Tactile Learners

# Adult Learning Style Profile

**Directions:** Read each statement. Place a 1, 3, or 5 in the box at the end of the statement:

**1** Indicates least like you
**3** Indicates somewhat like you
**5** Indicates a lot like you

Work quickly- do not sit and ponder. **There are no right or wrong answers.**

______1. I'm good at remembering things I hear or that people tell me.
______2. I like to read and usually read a lot.
______3. I notice that I often bear down extremely hard with pen or pencil when writing.
______4. I often find diagrams, graphs, and charts difficult to understand.
______5. I do better at following directions if I read them, not just hear them.
______6. I enjoy doing work/sewing or woodworking or working on machines.
______7. I like group-type projects which allow for lots of discussion and exchange of ideas.
______8. Graphs, charts, and diagrams help me to understand the subject/presentation.
______9. I notice that I often handle objects such as coins, keys, or pencils while studying, reading, listening, or talking.
____10. I understand academic subjects better when listening to lectures or tapes.
____11. I remember best by taking notes in classes/meetings; making lists of things to do.
____12. I notice that I like to have snacks or drinks available or chew gum or smoke while studying or working.
____13. I find that I can spell difficult works if I "sound them out."
____14. I'm good at using maps to find places.
____15. I like classroom or work projects where I can create/make things or build models.
____16. I enjoy attending and listening to a good lecture/speech play or drama.
____17. I enjoy spending time reading or looking through magazines, books and newspapers.
____18. I exercise regularly by doing aerobics, jogging, walking or participating in sports activities.
____19. To solve a problem/difficult situation, I need/like to talk it over/discuss it with others.

# Adult Learning Style Profile
## (continued)

____20. It helps me to spell difficult words if I write them down or see them in print.
____21. I feel comfortable in physical contact of touching others, hugging, and handshaking.
____22. I'm good at remembering and following oral directions.
____23. I am good at working and solving jigsaw puzzles and mazes.
____24. I enjoy sight-seeing and visiting new places.
____25. I enjoy music: singing, listening, going to musicals or concerts.
____26. I'm good at researching topics articles or stories and/or writing reports.
____27. I doodle during meetings, lectures, or while listening on the phone.
____28. I read aloud/whisper to myself when trying to understand new or difficult material.
____29. I'm good at doing layout and design work: formatting drawing, sketching and coloring.
____30. I like working with computers or other electronic technology for learning/working.

Permission granted by S. E. Pues, Tarzana, California

# Inventory Scoring

1. *Put the point value number (1, 3, 5) on the line next to its corresponding item number.*
2. *Add each column to get your total score under each heading.*

1 point = Seldom
3 points = Sometimes
5 points = Often

| **AUDITORY** | **VISUAL** | **TACTILE** |
|---|---|---|
| **No. of Pts.** | **No. of Pts.** | **No. of Pts.** |
| 1. ______ | 2. ______ | 3. ______ |
| 4. ______ | 5. ______ | 6. ______ |
| 7. ______ | 8. ______ | 9. ______ |
| 10. ______ | 11. ______ | 12. ______ |
| 13. ______ | 14. ______ | 15. ______ |
| 16. ______ | 17. ______ | 18. ______ |
| 19. ______ | 20. ______ | 21. ______ |
| 22. ______ | 23. ______ | 24. ______ |
| 25. ______ | 26. ______ | 27. ______ |
| 28. ______ | 29. ______ | 30. ______ |
| ______ **Total** | ______ **Total** | ______ **Total** |

# Inventory Scoring
## (continued)

*Copy your highest, second highest, and lowest scores below:*

| | | | |
|---|---|---|---|
| Scores: | ______ - | ______ - | ______ |
| | Highest | Second | Lowest |

### Your Learning Style Profile

"Style Letters": ______ - ______ - ______

**Example:**

| | | |
|---|---|---|
| 38 - | 34 - | 28 |
| V | T | A |

# Learning Styles Suggestions

If you are a **visual learner** (learn by seeing):

1. Write things down because you remember them better that way.
2. Look at a person when he or she is talking.
3. It is better for you to work in a quiet place, and usually by yourself.
4. Use color highlighters to mark important information.
5. Write vocabulary words on index cards in color, and study the information.

If your supervisor gives you oral directions that you do not completely understand, consider asking him/her to write the directions down for you. You might say: "I didn't understand everything you said. Could you write it down for me?"

If you are an **auditory learner** (learn by hearing and discussing):

1. Try working with a friend so you can talk over information.
2. Make tape cassettes of information and listen to them.
3. Read information aloud to yourself.
4. Write vocabulary or other information on index cards in color, and read aloud.
5. Recite aloud the things you want to remember.

If your supervisor gives you written directions and after reading them you still do not understand, you could ask him or her to discuss the information with you. You might say: "I read the information, but I don't clearly understand these directions. Could you tell me what you want?"

If you are a **tactile learner** (learn by doing):

1. When trying to learn something, walk around while saying the information to yourself.
2. When trying to memorize information, try closing your eyes and writing the information in the air.
3. When you get job information in writing, look at the pictures and the section headings before reading the whole thing.
4. When you are in a meeting, cross your legs or jiggle your foot. You may even want to squeeze a tennis ball or nerf ball when listening to someone speak.
5. You probably like to have quiet music playing when you are working.

If your supervisor gives you directions orally or in writing and you do not clearly understand, you could ask him or her to show you what the directions mean. You might say: "I don't completely understand the directions. Could you show me what you mean?"

# Reading ROI

If you improve your reading by investing consistent time and using the strategies you've just learned, what do you think will be the return on your investment for you personally? For your company?

| Personal ROI | Company ROI |
|---|---|
| 1. ______________________ | 1. ______________________ |
| 2. ______________________ | 2. ______________________ |
| 3. ______________________ | 3. ______________________ |
| 4. ______________________ | 4. ______________________ |
| 5. ______________________ | 5. ______________________ |

What kind of reading investment are you willing to make to help yourself and your company achieve a greater return on both of your investments? **(See Handout 11)**

# The Bottle

1. **Dottie and John Peckham went to Hawaii.**

2. **Dottie put a piece of paper in a bottle and threw it in the ocean.**

3. **Who found the bottle?**

4. **Where did they find it?**

5. **What happened?**

From TRUE STORIES IN THE NEWS 2E, by Sandra Heyer, Copyright © 1996. Reprinted with permission by Addison Wesley Longman.

# The 5 Ws Chart

| Who? | What? (a verb-action) | Where? | When? | Why? |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

# Questions

**List places you might go to find answers to these questions.**

1. **Which supermarket has the cheapest price on ground beef?**

   ______________________________

2. **How hard is the citizenship test?**

   ______________________________

3. **When do I register my child for school?**

   ______________________________

4. **What kind of health insurance do I have at work?**

   ______________________________

5. **If I cut my finger at work, do I need to tell someone?**

   ______________________________

6. **How much profit did my company make last year?**

   ______________________________

# Report

**Read this report. Then be ready to tell it to someone else in your group.**

**Maria watched Duc make the same mistake three times. She helped him understand how to do his job right.**

**Then he did his job right ten times before lunch. This made him feel good. He was so happy that he bought Maria an ice cream bar to say thank you.**

# Project

## Group Question

## Possible Sources

## My Answer

# Glossary of Terms

analysis (n.)
analyze (v.)
defect
Pareto Chart
pieces or units
tally

data
"garbarge in, garbage out"
error
hardware
input/output
keyboard
monitor
most likely cause(s)
printer
screen
software

category
cumulative
identify
most likely cause(s)
occur (v.)
occurrence (n.)
percentage
priority
rank (v.)
ranking (n.)
total/grand total

# Computer Output

**Reasons for management computer output:**

1. ____________________________________________

2. ____________________________________________

3. ____________________________________________

4. ____________________________________________

5. ____________________________________________

6. ____________________________________________

# Sample Computer Output

| Part Number | Quantity | Unit Price | Cost |
|---|---|---|---|
| 201-133615 | 100 | 3.45 | 345.00 |
| 201-649783 | 50 | 1.26 | 63.00 |
| 201-753922 | 2000 | 5.72 | 11,440.00 |
| 501-592645 | 25 | 0.43 | 10.75 |
| 201-904921 | 33 | 4.98 | 164.34 |
| **Total Cost** | | | **12,023.09** |

# Computer Printout

| Part Number | Quantity | Unit Price | Cost |
|---|---|---|---|
| 673-249617 | 200 | 1.46 | 292.00 |
| 542-326785 | 70 | 4.25 | 297.50 |
| 673-149921 | 300 | 0.72 | 216.00 |
| 673-725643 | 5000 | 2.36 | 11,800.00 |
| 673-287920 | 52 | 3.49 | 181.48 |
| **Total Cost** | | | **12,023.09** |

1. What number in the first column might be wrong? ________
2. Could this make the Total Cost wrong? ________
3. What number in the second column might be wrong? ________
4. Could this make the Total Cost wrong? ________

# ROI

*ROI: Return on Investment–What I will get out of the training.*

## Personal ROI

How will it help me at home to be able to detect errors?

## Work ROI

How will it help me at work to be able to detect errors?

# Tally of Defects

Department 5 is having a problem with defective parts. The employees have discovered many different types of defects.

The employees counted each type of defect and made the following chart. The chart shows the different types of defects and how many times the employees counted each type.

## Tally of Defects

| Type of Defect | Quantity |
|---|---|
| Short Parts | 162 |
| Scratches | 356 |
| Extra Material | 31 |
| Lint | 403 |
| Blisters | 99 |
| Discolored | 15 |
| Other Damage | 34 |

**Answer the following questions about the chart above:**

1. The defect that occurred **most often** was caused by ________________

2. How many parts were discolored? ________________________

3. Which defect occurred **least often**? ________________________

# Pareto Chart

## Making a Pareto Chart

Use the "Tally of Defects" chart to rank the frequency of the defects that were counted. The defect that occurs **most often** will be ranked first, and the defect that occurs **least often** will rank last.

**Bonus:** If your team has time, use a calculator to calculate each defect as a percent of total defects.

### Pareto Chart

| Rank | Category Name | Count | % | Cumulative % |
|---|---|---|---|---|
| 1 | Lint | 403 | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| **Totals** | | | **100%** | **100%** |

Answer the following questions using the completed Pareto Chart above:

1. Which problem should probably be investigated first? ______________________

2. How much attention should probably be paid to the smaller problems? ______________________

JobLink

Winning

At

Work

# Successful Learning Strategies

## Supervisor—Gearing Up For Training

# Table of Contents

**Supervisor Lesson 1:** ........ 3-19

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# Successful Learning Strategies

## Gearing Up for Training

**Supervisor Lesson 1**

## Lesson Description

**First Hour:**

Supervisors receive an introduction to the concepts taught in Successful Learning Strategies. Supervisors are then given a summary of the lessons, and both questions to ask and discussion topics to use as the module is being taught.

**Second Hour:**

Supervisors are given a summary of the progress of the class. The rest of the hour focuses on strategies for improving and continuing the skills learned in Successful Learning Strategies.

## Objectives

By completing this lesson, supervisors will be able to:

1. **Understand** basic concepts taught in module.
2. **Encourage** supervisors to continue learning between classes through Questions to Ask and Discussion Topics.

## Materials Needed

### Hardware

1. Overhead Projector
2. Whiteboard/Flip chart
3. Whiteboard/Flip chart pens

### Transparencies

"Objectives" (Supervisor Transparency 1)

"Learning Styles Suggestions" (Supervisor Transparency 2)

"Supervisor's Role in Training" (Supervisor Transparency 3)

### Handouts

"Learning Styles Inventory" (Supervisor Handout 1)

"Inventory Scoring" (Supervisor Handout 2)

"Learning Styles Suggestions" (Supervisor Handout 3)

"Supervisor's Role in Training" (Supervisor Handout 4)

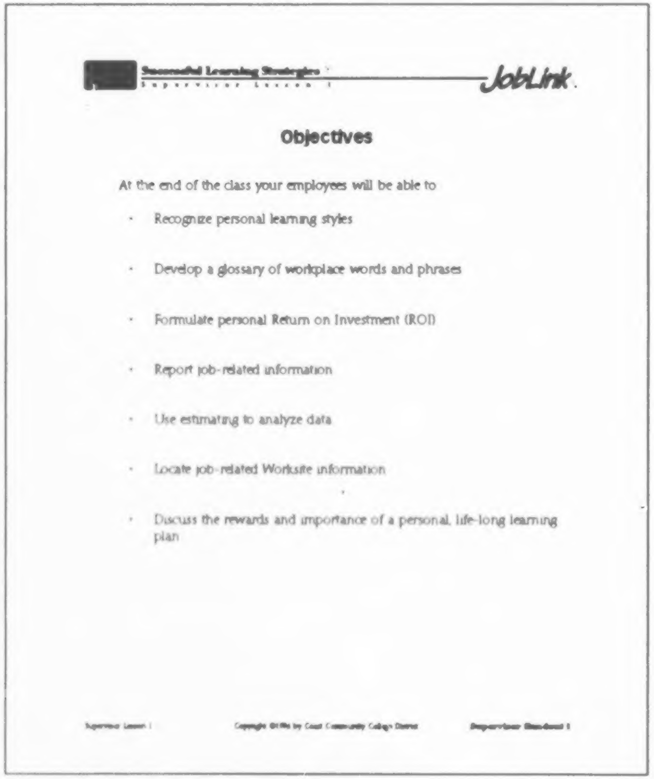
## Classroom Set-up

### Total Time: 60 minutes

**First Hour**

| | |
|---|---|
| Opening- Large Group | 10 min. |
| First Activity- Small Groups | 25 min. |
| Second Activity- Large Group | 20 min. |
| Ending- Large Group | 5 min. |

**Key** Hardware Transparencies Handouts Large Group Small Groups Discussion Sign-in Sheet



### Objectives

At the end of the class your employees will be able to

- Recognize personal learning styles
- Develop a glossary of workplace words and phrases
- Formulate personal Return on Investment (ROI)
- Report job-related information
- Use estimating to analyze data
- Locate job-related Worksite information
- Discuss the rewards and importance of a personal, life-long learning plan

**Supervisor Transparency 1**

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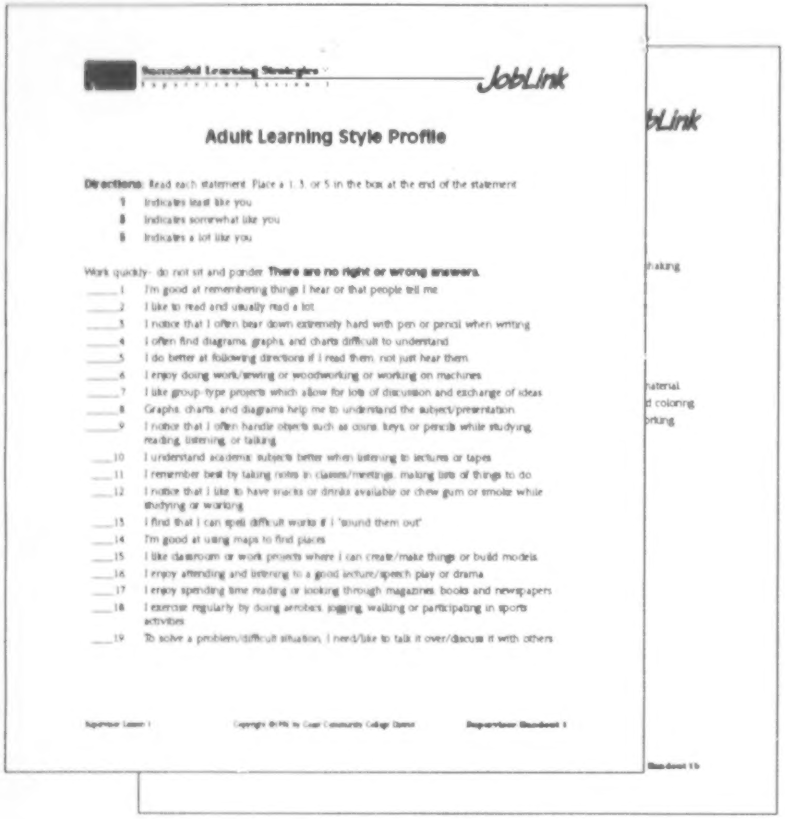
# Activities

## Opening: 10 Minutes

1. **Welcome** everyone and introduce yourself.
2. **Ask** everyone for their names and what department or area they are from.
3. **Explain** that the purpose of the next hour is to familiarize them with the material in the class that their employees will be taking over the next few weeks.
4. **Ask** the supervisors, "What do you want your people to get out of the training?" **Write** the information you receive on a flip chart or whiteboard.
5. **Explain** that the module covers a lot of the information they are looking for.

(T-1) Supervisor Transparency

6. **Put** "Objectives" on the overhead projector. Cover the objectives of the module.



Successful Learning Strategies
Supervisor Lesson 1
JobLink

## Adult Learning Style Profile

**Directions:** Read each statement. Place a 1, 3, or 5 in the box at the end of the statement.

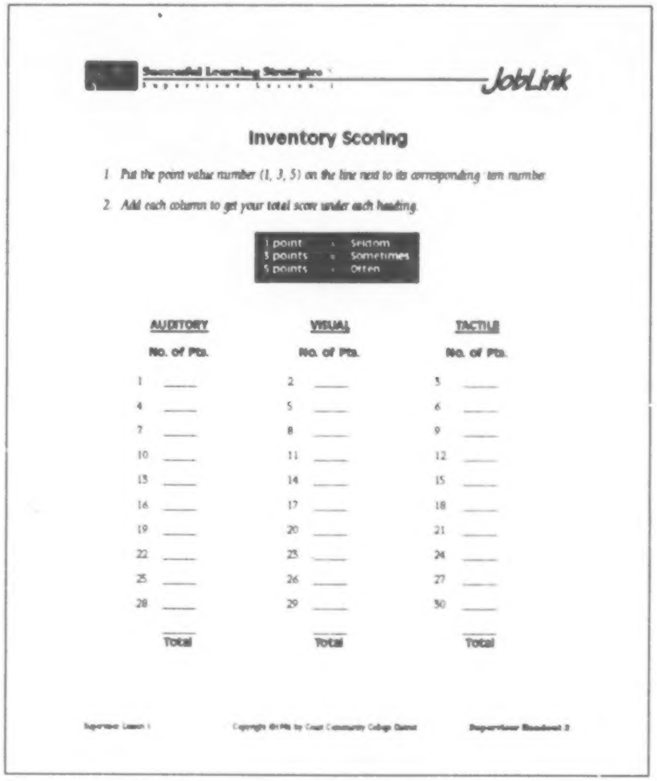
**1** Indicates least like you
**3** Indicates somewhat like you
**5** Indicates a lot like you

Work quickly - do not sit and ponder. **There are no right or wrong answers.**

_____1 I'm good at remembering things I hear or that people tell me
_____2 I like to read and usually read a lot
_____3 I notice that I often bear down extremely hard with pen or pencil when writing
_____4 I often find diagrams, graphs, and charts difficult to understand
_____5 I do better at following directions if I read them, not just hear them
_____6 I enjoy doing work/sewing or woodworking or working on machines
_____7 I like group-type projects which allow for lots of discussion and exchange of ideas
_____8 Graphs, charts, and diagrams help me to understand the subject/presentation
_____9 I notice that I often handle objects such as coins, keys, or pencils while studying, reading, listening, or talking
____10 I understand academic subjects better when listening to lectures or tapes
____11 I remember best by taking notes in classes/meetings, making lists of things to do
____12 I notice that I like to have snacks or drinks available or chew gum or smoke while studying or working
____13 I find that I can spell difficult words if I "sound them out"
____14 I'm good at using maps to find places
____15 I like classroom or work projects where I can create/make things or build models
____16 I enjoy attending and listening to a good lecture/speech, play or drama
____17 I enjoy spending time reading or looking through magazines, books and newspapers
____18 I exercise regularly by doing aerobics, jogging, walking or participating in sports activities
____19 To solve a problem/difficult situation, I need/like to talk it over/discuss it with others

Supervisor Lesson 1 Copyright ©1996 by Coast Community College District **Supervisor Handout 1**

**Supervisor Handout 1**



Successful Learning Strategies
Supervisor Lesson 1
JobLink

## Inventory Scoring

1. *Put the point value number (1, 3, 5) on the line next to its corresponding item number.*
2. *Add each column to get your total score under each heading.*

1 point = Seldom
3 points = Sometimes
5 points = Often

| **AUDITORY** | | **VISUAL** | | **TACTILE** | |
|---|---|---|---|---|---|
| **No. of Pts.** | | **No. of Pts.** | | **No. of Pts.** | |
| 1 | _____ | 2 | _____ | 3 | _____ |
| 4 | _____ | 5 | _____ | 6 | _____ |
| 7 | _____ | 8 | _____ | 9 | _____ |
| 10 | _____ | 11 | _____ | 12 | _____ |
| 13 | _____ | 14 | _____ | 15 | _____ |
| 16 | _____ | 17 | _____ | 18 | _____ |
| 19 | _____ | 20 | _____ | 21 | _____ |
| 22 | _____ | 23 | _____ | 24 | _____ |
| 25 | _____ | 26 | _____ | 27 | _____ |
| 28 | _____ | 29 | _____ | 30 | _____ |
| | **Total** | | **Total** | | **Total** |

Supervisor Lesson 1 Copyright ©1996 by Coast Community College District **Supervisor Handout 2**

**Supervisor Handout 2**

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# ▼ Activities

## ▼ First Activity: 25 Minutes

1. **Ask,** "Did all of you know that you have an individual learning style?" **Explain,** "It is the style that works best for you."

2. **Explain,** "There are three types of learners, a *visual* learner, an *auditory* learner, and a *tactile* learner."

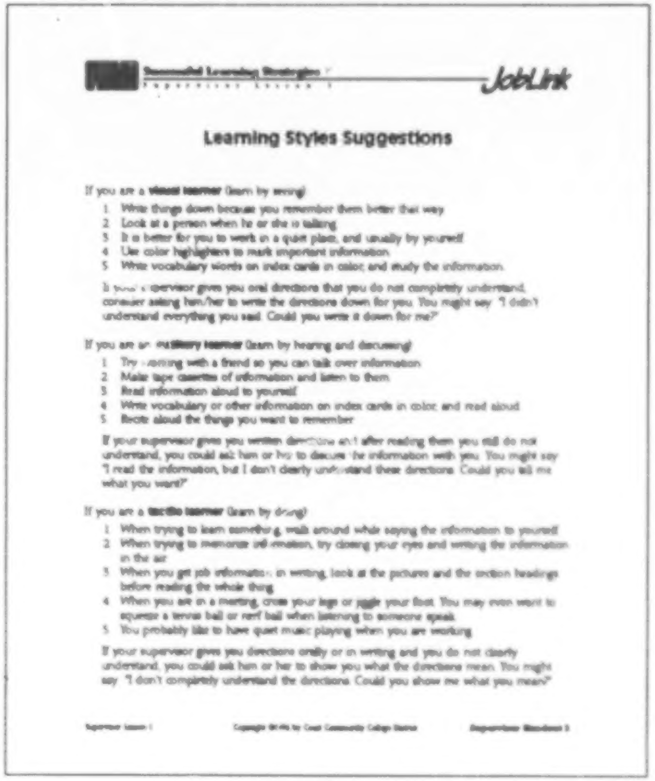
   "A *visual* learner is one who learns best when he or she sees the information.

   "An *auditory* learner is one who likes to hear the information. An auditory learner prefers to learn by listening to information."

   "A *tactile* learner learns best by doing or moving or by hands-on experiences. These learners do not like to get information by reading or hearing."

3. **Ask,** "Do you know what kind of learner you are?"

4. **Distribute** "Learning Styles Inventory" and "Inventory Scoring Sheet". Have supervisors complete the inventory and figure out their score.



Successful Learning Strategies
Supervisor Lesson 1
JobLink

## Learning Styles Suggestions

If you are a **visual learner** (learn by seeing)

1. Write things down because you remember them better that way
2. Look at a person when he or she is talking
3. It is better for you to work in a quiet place, and usually by yourself
4. Use color highlighters to mark important information
5. Write vocabulary words on index cards in color and study the information

If your supervisor gives you oral directions that you do not completely understand, consider asking him/her to write the directions down for you. You might say "I didn't understand everything you said. Could you write it down for me?"

If you are an **auditory learner** (learn by hearing and discussing)

1. Try working with a friend so you can talk over information
2. Make tape cassettes of information and listen to them
3. Read information aloud to yourself
4. Write vocabulary or other information on index cards in color and read aloud
5. Recite aloud the things you want to remember

If your supervisor gives you written directions and after reading them you still do not understand, you could ask him or her to discuss the information with you. You might say "I read the information, but I don't clearly understand these directions. Could you tell me what you want?"

If you are a **tactile learner** (learn by doing)

1. When trying to learn something, walk around while saying the information to yourself
2. When trying to memorize information, try closing your eyes and writing the information in the air
3. When you get job information in writing, look at the pictures and the section headings before reading the whole thing
4. When you are in a meeting, cross your legs or jiggle your foot. You may even want to squeeze a tennis ball or nerf ball when listening to someone speak
5. You probably like to have quiet music playing when you are working

If your supervisor gives you directions orally or in writing and you do not clearly understand, you could ask him or her to show you what the directions mean. You might say "I don't completely understand the directions. Could you show me what you mean?"

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**Supervisor**
**Handout 3, Transparency 2**

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## Activities

### First Activity: (continued)

5. **Distribute** "Learning Styles Suggestions". **Explain** that most everyone uses a little bit of all three of the styles. However, most of us have one style that works best for us.

6. **Ask,** "How will it help you if your employees know this information?"

7. **Ask,** "How will it help you now that your employee's know this information?"

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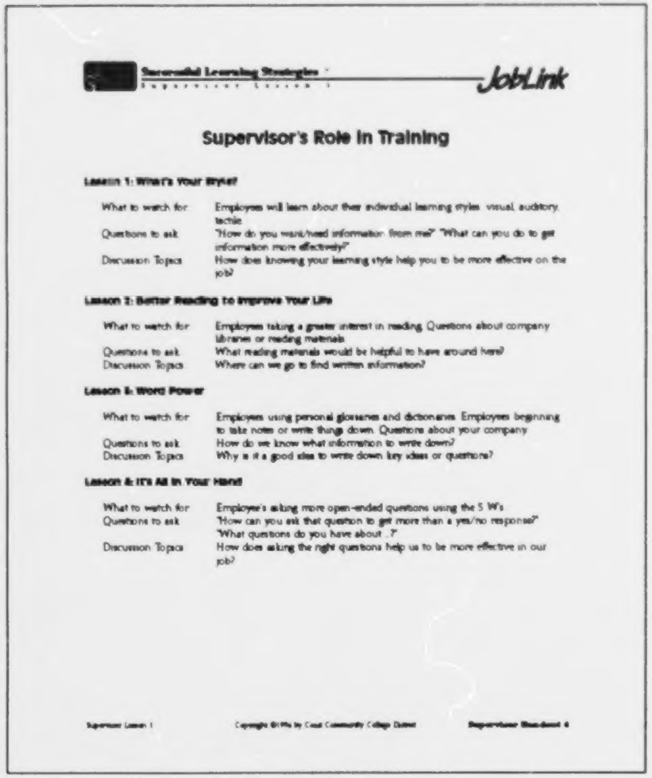

Successful Learning Strategies
Supervisor Lesson 1
JobLink

## Supervisor's Role in Training

**Lesson 1: What's Your Style?**

| | |
|---|---|
| What to watch for | Employees will learn about their individual learning styles: visual, auditory, tactile |
| Questions to ask | "How do you want/need information from me?" "What can you do to get information more effectively?" |
| Discussion Topics | How does knowing your learning style help you to be more effective on the job? |

**Lesson 2: Better Reading to Improve Your Life**

| | |
|---|---|
| What to watch for | Employees taking a greater interest in reading. Questions about company libraries or reading materials |
| Questions to ask | What reading materials would be helpful to have around here? |
| Discussion Topics | Where can we go to find written information? |

**Lesson 3: Word Power**

| | |
|---|---|
| What to watch for | Employees using personal glossaries and dictionaries. Employees beginning to take notes or write things down. Questions about your company |
| Questions to ask | How do we know what information to write down? |
| Discussion Topics | Why is it a good idea to write down key ideas or questions? |

**Lesson 4: It's All in Your Hand!**

| | |
|---|---|
| What to watch for | Employee's asking more open-ended questions using the 5 W's |
| Questions to ask | "How can you ask that question to get more than a yes/no response?" "What questions do you have about ...?" |
| Discussion Topics | How does asking the right questions help us to be more effective in our job? |

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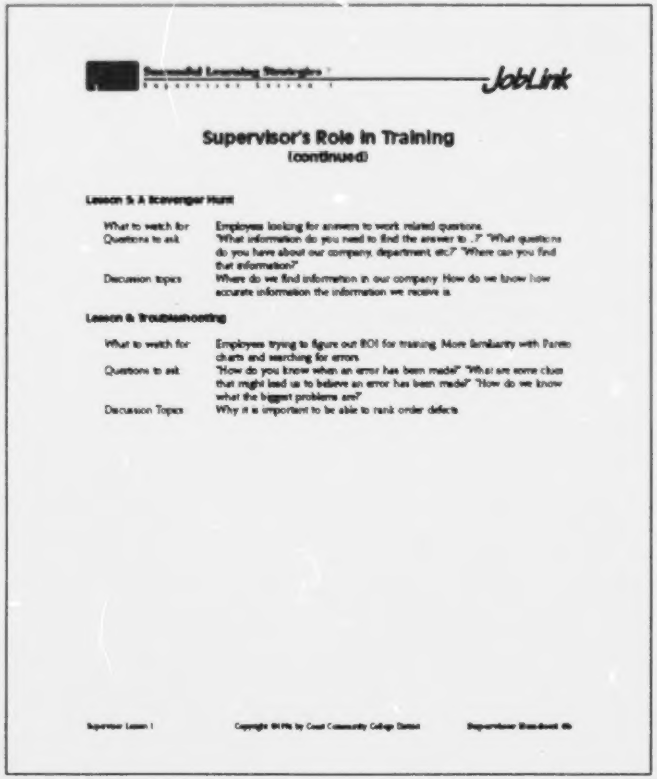

Successful Learning Strategies
Supervisor Lesson 1
JobLink

## Supervisor's Role in Training
(continued)

**Lesson 5: A Scavenger Hunt**

| | |
|---|---|
| What to watch for | Employees looking for answers to work related questions. |
| Questions to ask | "What information do you need to find the answer to ...?" "What questions do you have about our company, department, etc.?" "Where can you find that information?" |
| Discussion topics | Where do we find information in our company. How do we know how accurate information the information we receive is. |

**Lesson 6: Troubleshooting**

| | |
|---|---|
| What to watch for | Employees trying to figure out ROI for training. More familiarity with Pareto charts and searching for errors. |
| Questions to ask | "How do you know when an error has been made?" "What are some clues that might lead us to believe an error has been made?" "How do we know what the biggest problems are?" |
| Discussion Topics | Why it is important to be able to rank order defects. |

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**Supervisor**
**Handout 4, Transparency 3**

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# Activities

## Second Activity: 20 Minutes

### Supervisor's Role in the training

1. **Handout** "Supervisor's Role in the Training". Go over the information on the worksheet. Have supervisors add any information they feel it important.

**Lesson 1: What's Your Style?**

| | |
|---|---|
| What to watch for: | Employees will learn about their individual learning styles: visual, auditory, tactile. |
| Questions to ask: | "How do you want/need information from me?" "What can you do to get information more effectively?" |
| Discussion Topics: | How does knowing your learning style help you to be more effective on the job? |

**Lesson 2: Better Reading to Improve Your Life**

| | |
|---|---|
| What to watch for: | Employees taking a greater interest in reading. Questions about company libraries or reading materials. |
| Questions to ask: | What reading materials would be helpful to have around here? |
| Discussion Topics: | Where can we go to find written information? |

# ▼ Activities

## ▼ Second Activity: (continued)

### Lesson 3: Word Power

| | |
|---|---|
| What to watch for: | Employees using personal glossaries and dictionaries. Employees beginning to take notes or write things down. Questions about your company. |
| Questions to ask: | How do we know what information to write down? |
| Discussion Topics: | Why is it a good idea to write down key ideas or questions? |

### Lesson 4: It's All in Your Hand

| | |
|---|---|
| What to watch for: | Employee's asking more open-ended questions using the 5 W's. |
| Questions to ask: | "How can you ask that question to get more than a yes/no response?"<br>"What questions do you have about ...?" |
| Discussion Topics: | How does asking the right questions help us to be more effective in our job? |

## Activities

### Second Activity: (continued)

**Lesson 5: A Scavenger Hunt**

What to watch for: Employees looking for answers to work related questions.

Questions to ask: "What information do you need to find the answer to ...?" "What questions do you have about our company, department, etc.?" "Where can you find that information?"

Discussion topics: Where do we find information in our company. How do we know how accurate information the information we receive is.

**Lesson 6: Troubleshooting**

What to watch for: Employees trying to figure out ROI for training. More familiarity with Pareto charts and searching for errors.

Questions to ask: "How do you know when an error has been made?" "What are some clues that might lead us to believe an error has been made?" "How do we know what the biggest problems are?"

Discussion Topics: Why it is important to be able to rank order defects.

## Activities

### Ending: 5 Minutes

1. **Ask** for questions concerning the module.
2. **Emphasize** the importance of the supervisor's role in the success of the training.
3. **Remind** supervisors of next session.
4. **Say** good-bye.

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# Successful Learning Strategies

## Gearing Up for Training

**Supervisor Lesson 2**

## Lesson Description

Supervisors are given a summary of the progress of the class. The rest of the hour focuses on strategies for improving and continuing the skills learned in Successful Learning Strategies.

## ▼ Objectives

By completing this lesson, supervisors will be able to:

1. **Review** basic concepts of the Successful Learning Strategies module.
2. **Reinforce** techniques for increasing the transfer of learning.

## ▼ Materials Needed

### ▼ Hardware

1. Overhead Projector
2. Whiteboard/Flip chart
3. Whiteboard/Flip chart pens

### ▼ Transparencies

"Increasing Your Chance for Success"
(Supervisor Transparency 4)

### ▼ Handouts

"Increasing Your Chance for Success"
(Supervisor Handout 5)

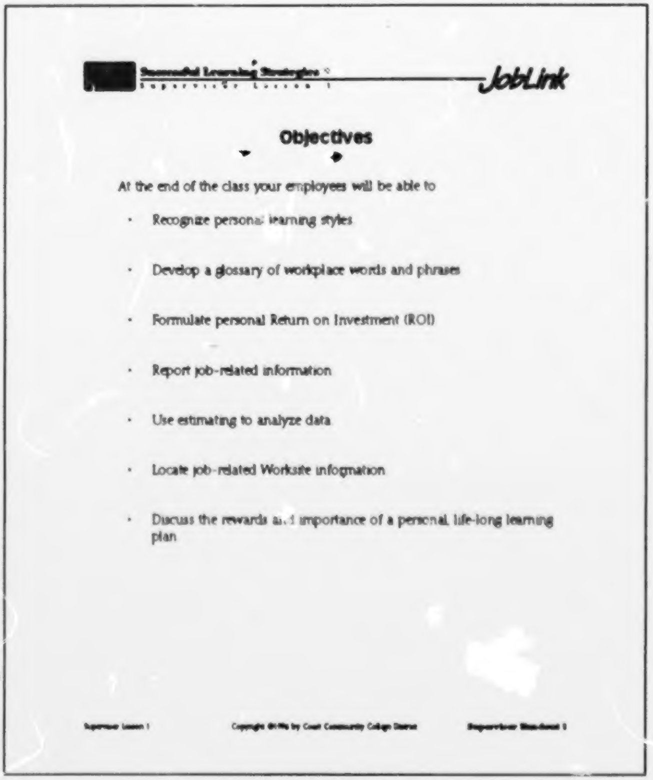
## ▼ Classroom Set-up

### ▼ Total Time: 60 minutes

**Second Hour**

| | |
|---|---|
| Opening- Large Group | 15 min. |
| First Activity- Small Groups | 15 min. |
| Second Activity- Large Group | 20 min. |
| Ending- Large Group | 10 min. |

**▼ Key** Hardware · Transparencies · Handouts · Large Group · Small Groups · Discussion · Sign-in Sheet



## Objectives

At the end of the class your employees will be able to

- Recognize personal learning styles
- Develop a glossary of workplace words and phrases
- Formulate personal Return on Investment (ROI)
- Report job-related information
- Use estimating to analyze data
- Locate job-related Worksite information
- Discuss the rewards and importance of a personal, life-long learning plan

**Supervisor Transparency 1**

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# Activities

## Opening: 15 Minutes

1. **Welcome** the group back and reintroduce yourself.

(T-1)
Supervisor
Transparency

2. **Remind** supervisors of the module objectives. **Project** "Objective" on the overhead.

3. **Explain** "The purpose of today is to give you some techniques to reinforce the skills your employees have learned over the last few weeks."
4. **Ask** the supervisors to give you feedback on the module - specifically, **ask** for feedback about the module and any improvements they have seen.

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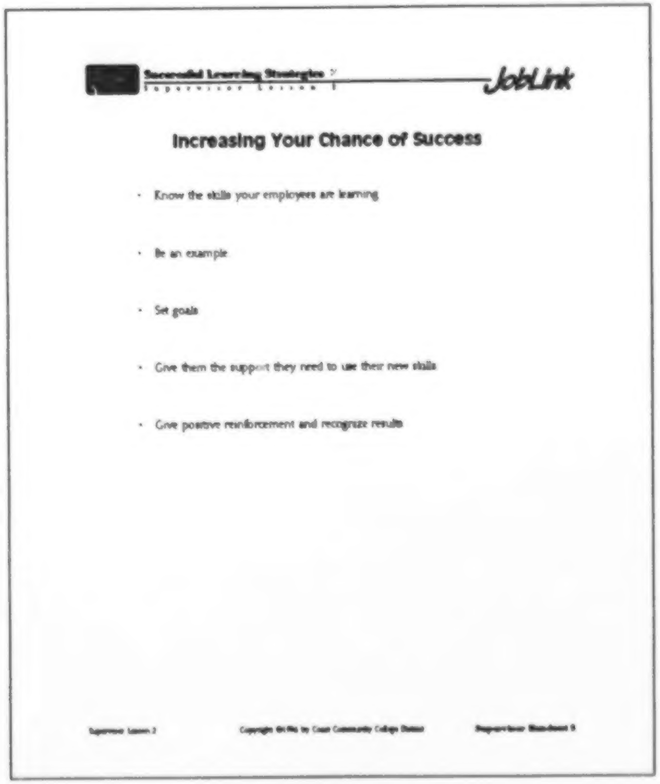
# Activities

## First Activity: 15 Minutes

1. **Direct** the supervisors get into groups of 3 - 4.
2. Have each group come up with as many benefits to doing this module as they can think of. *(For example: More success in explaining information by using correct learning style, or my employees are asking better questions so there are less mistakes, etc.)*
3. Have each group **share** their answers.
4. **Discuss** the concept of ROI *(Return on Investment)*. **Explain** that this training program translate to actual savings or improvements for their department as demonstrated by their lists.



## Increasing Your Chance of Success

- Know the skills your employees are learning
- Be an example
- Set goals
- Give them the support they need to use their new skills
- Give positive reinforcement and recognize results

**Supervisor**
**Handout 5, Transparency 4**

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# Activities

## Second Activity: 20 Minutes

1. **Distribute** "Increasing Your Chance for Success".
2. **Discuss** the items on the handout:

**Know the skills your employees are learning.**
These supervisor sessions are designed to inform you about what your employees learned in class.

**Be an example.**
The employees look up to you as an example. The most common phrase we hear in class is, "But my supervisor doesn't do this, so why should I?"

**Set goals.**
Give the employee something to shoot for. Let them know how you expect to see them use the skills.

**Give them the support they need to use their new skill.**
No one likes change. Trying to change our behavior is hard enough without having to fight other factors. Give your employees both a chance and a reason to use their new skills.

**Give positive reinforcement and recognize results.**
Most importantly recognize employees when you see them using the new skill. there is nothing more powerful.

## Activities

### Second Activity: (continued)

3. **Ask,** "Do you have anything to add to the list?"

4. **Ask,** "How can you reinforce the skills learned in Successful Learning Strategies using the above techniques?"

# Activities

## Ending: 10 Minutes

1. **Ask:** "What one thing will you do today to reinforce the skills your employees have learned in this module?"
2. **Give** the supervisors a minute to think of something, and then go around the room and have each person share one thing. **Write** their responses on the flip chart or whiteboard.
3. **Re-emphasize** the importance of each supervisor's support and recognition. **Remind** them that their support and recognition will increase the chances that their employees will use the new skills.
4. **Thank** the supervisors for their time and participation.
5. **Say** good-bye.

# Adult Learning Style Profile

**Directions:** Read each statement. Place a 1, 3, or 5 in the box at the end of the statement:

**1** Indicates least like you
**3** Indicates somewhat like you
**5** Indicates a lot like you

Work quickly- do not sit and ponder. **There are no right or wrong answers.**

______1. I'm good at remembering things I hear or that people tell me.
______2. I like to read and usually read a lot.
______3. I notice that I often bear down extremely hard with pen or pencil when writing.
______4. I often find diagrams, graphs, and charts difficult to understand.
______5. I do better at following directions if I read them, not just hear them
______6. I enjoy doing work/sewing or woodworking or working on machines.
______7. I like group-type projects which allow for lots of discussion and exchange of ideas.
______8. Graphs, charts, and diagrams help me to understand the subject/presentation.
______9. I notice that I often handle objects such as coins, keys, or pencils while studying, reading, listening, or talking.
____10. I understand academic subjects better when listening to lectures or tapes.
____11. I remember best by taking notes in classes/meetings; making lists of things to do.
____12. I notice that I like to have snacks or drinks available or chew gum or smoke while studying or working.
____13. I find that I can spell difficult works if I "sound them out."
____14. I'm good at using maps to find places.
____15. I like classroom or work projects where I can create/make things or build models.
____16. I enjoy attending and listening to a good lecture/speech play or drama.
____17. I enjoy spending time reading or looking through magazines, books and newspapers.
____18. I exercise regularly by doing aerobics, jogging, walking or participating in sports activities.
____19. To solve a problem/difficult situation, I need/like to talk it over/discuss it with others.

# Adult Learning Style Profile

## (continued)

____20. It helps me to spell difficult words if I write them down or see them in print.
____21. I feel comfortable in physical contact of touching others, hugging, and handshaking.
____22. I'm good at remembering and following oral directions.
____23. I am good at working and solving jigsaw puzzles and mazes.
____24. I enjoy sight-seeing and visiting new places.
____25. I enjoy music: singing, listening, going to musicals or concerts.
____26. I'm good at researching topics articles or stories and/or writing reports.
____27. I doodle during meetings, lectures, or while listening on the phone.
____28. I read aloud/whisper to myself when trying to understand new or difficult material.
____29. I'm good at doing layout and design work: formatting drawing, sketching and coloring.
____30. I like working with computers or other electronic technology for learning/working.

Permission granted by S. E. Pues, Tarzana, California

# Inventory Scoring

1. *Put the point value number (1, 3, 5) on the line next to its corresponding item number.*
2. *Add each column to get your total score under each heading.*

1 point = Seldom
3 points = Sometimes
5 points = Often

| **AUDITORY**<br>**No. of Pts.** | **VISUAL**<br>**No. of Pts.** | **TACTILE**<br>**No. of Pts.** |
|---|---|---|
| 1. ______ | 2. ______ | 3. ______ |
| 4. ______ | 5. ______ | 6. ______ |
| 7. ______ | 8. ______ | 9. ______ |
| 10. ______ | 11. ______ | 12. ______ |
| 13. ______ | 14. ______ | 15. ______ |
| 16. ______ | 17. ______ | 18. ______ |
| 19. ______ | 20. ______ | 21. ______ |
| 22. ______ | 23. ______ | 24. ______ |
| 25. ______ | 26. ______ | 27. ______ |
| 28. ______ | 29. ______ | 30. ______ |
| ______<br>**Total** | ______<br>**Total** | ______<br>**Total** |

# Learning Styles Suggestions

If you are a **visual learner** (learn by seeing):

1. Write things down because you remember them better that way.
2. Look at a person when he or she is talking.
3. It is better for you to work in a quiet place, and usually by yourself.
4. Use color highlighters to mark important information.
5. Write vocabulary words on index cards in color, and study the information.

If your supervisor gives you oral directions that you do not completely understand, consider asking him/her to write the directions down for you. You might say: "I didn't understand everything you said. Could you write it down for me?"

If you are an **auditory learner** (learn by hearing and discussing):

1. Try working with a friend so you can talk over information.
2. Make tape cassettes of information and listen to them.
3. Read information aloud to yourself.
4. Write vocabulary or other information on index cards in color, and read aloud.
5. Recite aloud the things you want to remember.

If your supervisor gives you written directions and after reading them you still do not understand, you could ask him or her to discuss the information with you. You might say: "I read the information, but I don't clearly understand these directions. Could you tell me what you want?"

If you are a **tactile learner** (learn by doing):

1. When trying to learn something, walk around while saying the information to yourself.
2. When trying to memorize information, try closing your eyes and writing the information in the air.
3. When you get job information in writing, look at the pictures and the section headings before reading the whole thing.
4. When you are in a meeting, cross your legs or jiggle your foot. You may even want to squeeze a tennis ball or nerf ball when listening to someone speak.
5. You probably like to have quiet music playing when you are working.

If your supervisor gives you directions orally or in writing and you do not clearly understand, you could ask him or her to show you what the directions mean. You might say: "I don't completely understand the directions. Could you show me what you mean?"

# Supervisor's Role in Training

## Lesson 1: What's Your Style?

What to watch for: Employees will learn about their individual learning styles: visual, auditory, tactile.
Questions to ask: "How do you want/need information from me?" "What can you do to get information more effectively?"
Discussion Topics: How does knowing your learning style help you to be more effective on the job?

## Lesson 2: Better Reading to Improve Your Life

What to watch for: Employees taking a greater interest in reading. Questions about company libraries or reading materials.
Questions to ask: What reading materials would be helpful to have around here?
Discussion Topics: Where can we go to find written information?

## Lesson 3: Word Power

What to watch for: Employees using personal glossaries and dictionaries. Employees beginning to take notes or write things down. Questions about your company.
Questions to ask: How do we know what information to write down?
Discussion Topics: Why is it a good idea to write down key ideas or questions?

## Lesson 4: It's All in Your Hand

What to watch for: Employee's asking more open-ended questions using the 5 W's.
Questions to ask: "How can you ask that question to get more than a yes/no response?" "What questions do you have about ...?"
Discussion Topics: How does asking the right questions help us to be more effective in our job?

# Supervisor's Role in Training
## (continued)

### Lesson 5: A Scavenger Hunt

What to watch for: Employees looking for answers to work related questions.

Questions to ask: "What information do you need to find the answer to ...?" "What questions do you have about our company, department, etc.?" "Where can you find that information?"

Discussion topics: Where do we find information in our company. How do we know how accurate information the information we receive is.

### Lesson 6: Troubleshooting

What to watch for: Employees trying to figure out ROI for training. More familiarity with Pareto charts and searching for errors.

Questions to ask: "How do you know when an error has been made?" "What are some clues that might lead us to believe an error has been made?" "How do we know what the biggest problems are?"

Discussion Topics: Why it is important to be able to rank order defects.

# Increasing Your Chance of Success

- Know the skills your employees are learning.
- Be an example.
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# Objectives

At the end of the class your employees will be able to:

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# Supervisor's Role in Training
## (continued)

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